

OU staff concerned about South Africa connexion

by Maggie Richards

The Open University's South African operations are causing its staff concern. Questions are to be asked about its involvement in providing academic material for students in South Africa, through its subsidiary marketing company.

Academics are concerned that the marketing division, Open University Educational Enterprises Limited, is dispatching thousands of copies of course units to South Africa, via its distributor in the southern hemisphere.

The Open University Council, which controls 100 per cent of the shares in OUEE Limited, has asked the company's board to look at the issue, which is scheduled to be discussed at a meeting on Wednesday.

The university already operates a ban on official visits by South Africans to the campus at Milton Keynes.

Next month the issue will be raised at a meeting of the senate. Dr Stuart Bennett, president of the OU branch of the Association of University Teachers, will be asking what steps have been taken to halt trade with South Africa and whether the export of academic material has now ceased.

This follows a senate decision in July, when it was agreed it would do all in its power to ensure that trade with South Africa ceased. The decision was based on the matter to the board of OUEE Limited.

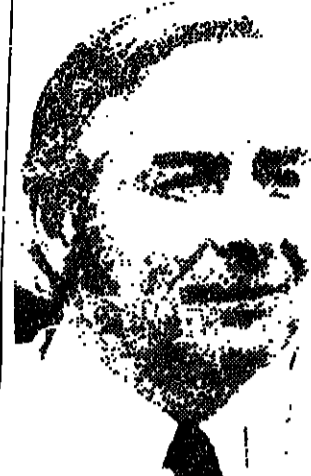
The AUF at the university is concerned that academics should be unintentionally contravening the terms of a resolution adopted nationally by the association in 1972. Expressing its abhorrence for the policies of apartheid at that time the AUF called on its members not to apply for or accept posts at South African universities which condoned racial discrimination. Since then, the AUF has taken up the cases of individual academics in South Africa who have been imprisoned without trial.

The export of Open University course material to South Africa first came to light in a staff magazine published by OUEE Limited. An article last autumn spotlighted the sale of mathematics course units to students taking correspondence courses through the University of South Africa.

Between 15,000 and 25,000 units were being sold annually, the magazine reported. The UNISA was also recommending its students to buy the prescribed Open University books accompanying the course units.

The magazine pointed out that the University of South Africa had 44,000 students, of whom 10,691 were black.

A spokesman for the Open University said this week that OUEE Limited had a contract with United Book Distributors Limited which handled the university's material in the southern hemisphere. The contract would come up for renewal shortly, he added.



Mr Paul Scott, who lectures in English literature at the University of Tulsa, Oklahoma, was this week awarded the Booker Prize for his novel *Staying On*. The prize is worth £5,000. *Staying On* is published by Heinemann, price £3.90.

Science leads growth in poly courses

by Simon Midgley

A 3.5 per cent growth in the number of people starting full-time and sandwich courses in polytechnics this year, was revealed in figures released by the Committee of Directors of Polytechnics this week.

There was a 7.5 per cent increase in science, technology and mathematics compared with last year, and a 6 per cent increase for all other subjects excluding teacher training.

This is the first time since the CIP surveys began in 1971 that the greatest growth rate has occurred in science, technology and mathematics.

In the 1977/78 academic year there have been 117,000 full-time and sandwich enrolments compared with 114,000 last year.

Mr Peter Hines, the CIP secretary, said that after comments made by registrars during the year about the level of applications received, he almost expected the growth to have been higher.

The growth was due to population growth, student choice, and the interdependence of young people who might formerly have opted for teacher training choosing polytechnics.

Mr Flowerday said that as the number of teacher training places are to be cut to 45,000 by 1981, this raised the question of where would the one-time intending teachers choose to study. There were 100,000 teacher training places in the academic year 1977-78.

In recent years teacher training enrolments in polytechnics have been complicated by the extensive series of mergers with former colleges of education.

After October 31, 1976 mergers brought a further 3,000 teacher training enrolments. However, the continuing national cutback in teacher training had resulted in two successive years with greatly reduced entry quotas.

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Colleges can ease recruitment curbs with fixing of RSG

by Peter David

Local authority polytechnics and colleges will be able to relax their present restrictions on staff recruitment next year as a result of the rate support grant settlement between the Government and local councils announced last week.

Mrs Shirley Williams, Secretary of State for Education, said the settlement for 1978-79 recognised that local authorities had moved a long way towards achieving the lower staff-student ratios implicit in the last White Paper on public spending.

But with numbers still rising, particularly in non-advanced further education, she has allowed for teacher numbers to rise from the next academic year in line with that. That will make it possible to maintain staffing standards at existing levels.

Mrs Williams said the change in policy meant that an extra 2,000 lecturers could be recruited, although the bulk of them would be involved in non-advanced further education.

But a spokesman for the Council of Local Education Authorities, said polytechnics will be required to move towards the more restricted staff-student ratios recommended by the local authority higher education pooling committee.

The RSG settlement also contains an extra £1.8m allocated for local authority discretionary spending, when spending on awards amounted to £52m.

Mrs Williams, whose government completed a major reorganisation of spending awards, claimed there to be no discretion over staff authority economies.

Under the rate support system, the Government has power to ensure that local councils do not spend more on items to which it is not prepared to contribute. But Mrs Williams, CLEA, and the DES had monitored spending on awards next year.

The settlement announced last week will remain in force in real terms next year. The DES is expected to set new fee levels shortly and a 10 per cent increase of about 10 per cent account of rising costs.

The DES is coming under increasing pressure to review the level of tuition fees. In a debate in the House of Commons last week, the Treasury and the DES's Secretary of State, Mrs Williams, said that the Government was not prepared to increase tuition fees.

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Higher Education SUPPLEMENT

December 2, 1977 No 317

Mrs Williams foresees sharp drop in intake

by Maggie Richards

A motion calling on the Open University to defend academic freedom in the wake of Professor Julius Gould's attack on Marxist influences in higher education is to be put before its senate meeting.

A similar motion incorporating a complaint of a McCarthy-style campaign against universities in general and the OU in particular is going to the council of the Association of University Teachers in time for its December meeting.

Both stem from a meeting of the OU branch of the AUF when academics expressed concern about the sentiments expressed in *The*

Attack on Higher Education, edited by Professor Gould and published by the Institute for the Study of Conflict.

Senate will debate the motion on December 13. If accepted, it will go forward for consideration by the council.

The motion urges the OU academic body to "note with grave concern the allegations made against some of the OU teaching staff on the sole grounds that they are working within a Marxist and radical framework".

It asks senate to "affirm that the university must do all in its power to protect the reputation and

academic freedom of members of its staff who are subjected to such unwarranted attacks", and to meet the significant contribution of Marxist and radical scholarship within British universities.

Senate is also asked to reaffirm its adherence to the assertion of academic freedom made in the OU Charter, and to emphasize its belief that "a healthy university system requires its teaching and research to reflect a plurality of intellectual positions".

The Association of Scientific, Technical and Managerial Staffs branch has submitted a similar motion to the next meeting of its executive.

Universities will have to wait until March to hear how much money they will have to spend in the academic year 1978-79.

The University Grants Committee had hoped to be able to indicate this month individual shares of the provisional recurrent grant of £556m announced by Mrs Williams, Secretary of State for Education and Science, last March.

The delay has been caused by the Government's decision to increase the number of students in 1980. Mrs Williams announced on Wednesday an increase from 290,000 to 310,000 by 1982.

Universities are asking for compensation for the additional number of students. They were unhappy about the original proposal for a fall in the amount of grant in real terms and have said they are not prepared to take more unless they receive more cash.

'Defend academic freedom' call to OU

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Another complicating factor has been the need to transfer the production of £556m into the actual cash limit, which will be much higher. The provisional total was expressed in January 1978 prices and will have to be revised to reflect wage and price increases in the following 12 months.

Next year, universities will require a substantial increase in their income in money terms even if public support for them in real terms is reduced by the threatened one per cent. The increase could be as high as £130m.

Universities have to wait for next year's grant details

by Judith Judd and Peter Scott

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she also announced provisional totals for the following two years. For 1978-79—a constant price—her total was £556m, £6m less than this year.

It is now clear that the assumptions about wage increases used to calculate this year's grant were much too optimistic. In the present industrial relations climate no group of workers is likely to settle for less than the 10 per cent limit.

Assuming there will be an increase to compensate for this shortfall of about 5 per cent, and that 15 per cent for wage increases next year is included—quite possible in view of the promise to rectify the university teachers' pay anomaly—the provisional total of £556m would have to be increased by as much as £95m.

On that part of expenditure that does not rise as fast as inflation, the rate of 10 per cent from next January to January 1979 seems a reasonable assumption and would add an extra £24m to the provisional total.

Some of this increase of course, would be absorbed by any increase in tuition fees but the Government has already indicated that an increase would only be in line with general price increases. So the provisional £556m will probably have to be increased to £651m if its real value is to be maintained.

The Government is now asking the universities to accept more students than the two per cent increase in 1978-79 and 1979-80 assumed when the grant was calculated. They would, therefore, need a total income of £840m compared with this year's £714m.

At the PNL, which would have 22 posts, the resources committee was expected to discuss the ILFA letter yesterday. But Dr Northcott, an assistant director, said the directorate objected very strongly to the method the ILFA had used to calculate numbers.

"The most worrying aspect is that it was mentioned at block grant meetings only as an idea for discussion. We are very concerned that it should go into operation so soon without careful study. Our discussions with the ILFA were based on quite false premises", he said.

The five ILFA polytechnics operate with very different staffing ratios. ILFA projections for 1978-79 show that City of London and Central London are less generously staffed than North London, South Bank and Thames. The student-staff ratios are: City 11.30, Central London, 8.77, North London, 8.65, South Bank, 8.77 and Thames 8.74.

London polys to fight staff shuffle

by Peter David

Three polytechnics are to lose nearly 20 teaching posts following a controversial ruling by senior officers of the Inner London Education Authority.

Directors at the three polytechnics—Thames, South Bank and North London (PNL)—intend to oppose the ILFA initiative, which is designed to free staffing resources for reallocation to two other polytechnics where the teaching load is believed to be heavier.

The proposal, which has not yet been debated by the authority's elected members, is given in a letter to all five polytechnic directors from Mr John Bevan, the deputy education officer. It calls for North London to give up 22 posts, South Bank 15 and Thames 9, the reductions to be made over the two years September, 1978 to July, 1980.

It says: "On the assumption that we might have about 23 positions in reallocate in the course of the first year, my proposal is that 18 first in the Polytechnic of Central London.

Polytechnic directors have been taken aback by the letter. The idea of transferring vacancies between polytechnics was discussed for the first time at annual grant negotiations last month. Afterwards, directors described the discussions as preliminary and informal.

Dr D. E. R. Godfrey, director of Thames, said this week that he had written to the ILFA asking them to think again about the plan. He went on: "We are very disappointed that the ILFA is asking us to push much more rapidly towards these ratios than we would like. We will certainly have considerable difficulty in giving up these posts: all our staff are fully employed."

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Michael Long discusses a new collection of essays by Gabriel Jospovici on Modernism, the early 20th century revolutionary movement in the arts. 15

Robbins was wrong

Lord Todd still believes the expansion of the universities was a mistake, he explains in our series on men who moulded the 1960's. 9

Richard Hoggart

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OECD report on education and working life. 10

Students in conference

Peter David sets the scene for this weekend's conference in Blackpool of the National Union of Students. 10

The Institute

The London University Institute of Education's new building will be opened next week by the Queen Mother, 9

Down with the UGC

Max Beloff argues that the universities must, and can be, freed from State control. 13

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ACADEMIC DEVELOPMENTS

Sussex ready to take science into Europe

by Judith Judd
Sussex University is to run a series of four-year science courses combining science with European studies.

standard and learn the scientific as well as the general use of the language. French and German will be offered at first. Courses on European society and the role of scientists in it will also be taught.

New remedial therapy course

by Peter David
A one-year full-time diploma course in remedial therapy is to be launched next year by the faculty of medicine at Southampton University.

Fresh approach to the arts

by Maggie Richards
An "adventurous" course on the arts has been produced by the National Extension College at Cambridge. It is called "The Arts: A Fresh Approach" and is being offered as an alternative to the NEC's Open University preparatory course, "Reading to Learn".

EEC grant for business administration

A British college has just been awarded an EEC grant to develop joint business administration courses between institutions of higher education in member states of the European community.

Lanchester is sixth poly to offer media studies

by Simon Midgley
A new BA honours degree in communication studies is starting at Lanchester Polytechnic next year. It is designed to promote understanding of the role of mass communication in modern industrial society.



Miners see light of day release on economics

A three-year day release course for miners, covering economics and industrial relations, is being held by Leeds Polytechnic next spring term.

How to talk among yourselves fruitfully

What is claimed to be the first British course on student-directed learning groups is to be offered at Leeds Polytechnic next spring term.

Ontario prepares for new round of retrenchment

from our own correspondent
WASHINGTON
Traditionally one out of 10 American universities, the biggest provincial system in Canada, should have gone through a round of retrenchment.

Washington gives more aid for sandwich courses

Sandwich courses—known here as cooperative education—are becoming more common among American students.

Paisley pattern on product quality

Technologists are to get a short cut to developing a commonsense attitude towards product quality in a six-month diploma course based at Paisley College of Technology.

One A level for modern languages

A modern languages degree course requiring only one foreign language A level for entry starts this year at Lanchester Polytechnic.

Centre for Critical Inquiry opens

WASHINGTON
A new Centre for Critical Inquiry has been inaugurated at the San Francisco Art Institute this week.

Arts PhDs 'not facing jobs reality'

from Clive Conlon
WASHINGTON
The humanities PhD is not necessarily anti-business, and is worth considering as a potential employer, he said.

Watch films... and learn to read better

from Michael Binyon
WASHINGTON
A lot of American students who cannot write proper English are going to the movies. They are doing so in lecture time—and with the encouragement of their teachers.

Students sue over fee rises

Northwestern University is being sued by 260 of its 550 medical students over a 57 per cent rise in tuition fees this term.

Grass-roots degrees

Ever since Roots, the account of a black American's ancestry which became America's most successful television serial ever, genealogy has enjoyed a boom.

Clampdown on unionization

The governments of Canada's two western provinces, Alberta and British Columbia, have passed laws preventing faculty associations from unionizing.



Faye Dunnway as Bonnie

COURSES

STUDY AT HOME
for a London University External DEGREE
Wolsey Hall, the only correspondence college with full courses for London University External students.

100 chances to talk teaching

The Department of Education and Science is to run more than 100 short courses for teachers between April, 1978, and March, 1979.

TOPS approves

Hull University's MSc in Industrial Psychology has been approved for students supported under the Government Training Opportunities Scheme (TOPS).

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New Zealand

Loans scheme proposal comes under attack

The student grants system is being scrutinized. Lindsay Wright reports.

WELLINGTON
New Zealand's Standard Tertiary Bursary, the grant-in-aid to students at universities, technical institutes and, in a few cases, teachers' colleges, had an uneasy gestation period and has recently been examined by the Department of Education with the help of a wide-ranging conference.

Delegates from the national student organizations were joined by a writer of university and teacher groups, together with representatives of the National Council of Women and the Institute of Chartered Secretaries for a two-day discussion around a 96-page paper prepared by the Department of Education, Director of Continuing Education, Mr Deny Garrett.

Students groaned, clamouring during the first half of this year for a substantial increase in bursary allowances, given a \$2-a-week rise in this year's budget, and living uneasily with the new grant system since it was first conceived by the Opposition Labour Party in 1972.

Except to victory that year, the Labour Government successfully promised a White Paper, and a ministerial position paper and detailed consultations with all parties. But it was voted out of office in 1975 with its standard tertiary bursary promised for 1976.

In 1975 the grant system still in force gave first-year students who were able to live with their parents \$4.80 a week and those who had to leave home to go to university \$14.30 a week—still well short of the \$23.00 a week boarding fees charged them at Victoria University.

On top of these allowances, students who gained satisfactory passes in a national bursaries examination at the end of their final secondary school year were given \$150 for A-grade passes and \$100 for B-grade passes—with about half of all seventh-formers getting such supplements. These supplements, introduced in the mid-1960s, are a continuing feature of the bursary system.

With the introduction of the Standard Tertiary Bursary in 1976 under a national Government, and with the new level of payments retrospectively authorized by a set of regulations promulgated well after the system had been introduced, the at-home allowance rose to \$13 a week and the "away" to \$24, leaving a first-year student with a weekly deficit of only \$3 to meet basic boarding costs.

Next year, with the hostel boarding fees up to \$35 a week and the allowance set for \$26, the deficit, at \$9 a week, will be higher than during any year in the past quinquennium.

France

Left suggests new role for grandes écoles

from Guy Neave

PARIS
Radical changes are proposed for higher education in the March general elections. Most controversial is the plan, announced last month by M. Louis Moxandreaud, the Socialist Party's education spokesman, to bring the universities closer together. The grandes écoles, a cross between technical universities run by particular ministries and a British civil service staff college, include such institutions as the Ecole Polytechnique, the Ecole Centrale des Arts et Métiers and the Ecole Nationale d'Administration.

The Socialist Party was careful, however, to emphasize that "bringing together" the two sectors is not the same as integrating them. The first stage would be mainly an administrative reform with both universities and grandes écoles being run by the same ministry.

During the changeover period, first-cycle university students would follow the syllabus and teaching currently dispensed in the "supplévis" forms (classes préparatoires) leading to the grandes écoles.

One of the reasons behind this move would be to widen the pool of applicants from which entrants to the grandes écoles are drawn. At present, this is limited to some 37,000 students entering the sixth forms, most of which are in the larger cities.

By thinking first and second-year university studies with those in the sixth forms, the potential number of candidates would be increased five-fold. The measure would also reduce selection, one of the major aims of the Socialist Party's electoral programme for higher education.

Among the other measures outlined is the need for greater participation between institutes of higher education and the regions in which they are located. There is wide consensus on this point. During the parliamentary debate on this year's higher education budget, even supporters of the government criticized the lack of university initiative in this field.

This, the Socialist Party's programme calls for the setting up of research and development bureaux in each university, with a view to improving links with local government, industry and commerce.

The programme emphasizes, too, the need to open access to higher education up still further. Each university should be called upon to intake from applicants who had not completed secondary education without any prior qualifying examination.

It is also proposed that students should spend some of their time on lectures and practical leave should spend their time either on research, work in industry or taking part in social services work.

Republic of Ireland

Technology sector accounts 20pc of tertiary places

from Paul McGill

DUBLIN
The technological sector in the Republic of Ireland has almost quadrupled in the last eight years and now accounts for over one fifth of all higher education places, according to figures released by the Department of Education and the Higher Education Authority.

During the 1960s, almost all the growth in higher education took place in the universities. To balance this and to help provide the technicians needed for a rapidly industrializing society, the government decided to set up a network of Regional Technical Colleges, the first of which opened in 1970.

By 1976/77, the eight RTCs had a combined enrolment of 3,523 and the other vocational-technological colleges had slightly smaller numbers, making a total of 6,836 in 1976/77 compared with only 1,449 in 1968/69.

In the same eight-year period, the teacher education colleges increased their numbers by 48 per cent, but remained the smallest sector with only 2,742 students. The universities saw the slowest growth rate—26.5 per cent over the period—leaving them with 22,064 places last year.

The result is that the technological sector has raised its share of third level places from 7 to 22 per cent. As a result, there are also applicants for each university, though in professional fields like medicine and dentistry it is much greater. A candidate can gain the highest grade in some subjects to get admitted to most favoured courses.

The fear has been voiced that ever-rising academic standards will reduce further the number of working-class students.

A solution proposed is a lateral entry system for applicants, taking the highest ability students from the best secondary schools. Another suggestion is to create each social class.

These trends underline the desire of successive governments to develop a higher education system which is more industry-relevant than hitherto. Significantly, this is not done so by forcing the universities to become more economically useful but by concentrating on a new, functional sector.

THE TIMES HIGHER EDUCATION SUPPLEMENT 21277

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Don's diary

Tuesday

For the past two weeks the University of New England has been very quiet because of the mid-semester break. Now the holiday is coming to an end and the residential colleges are filling with "externals".

About 40 per cent of the university's students are people with full-time jobs and families taking the time out of their busy lives to come to attend a four-day compulsory residential school. So, one by one, my colleagues and I have been leaving their homes and driving back. It is some 150 miles or so to the sunny but windswept plateau called New England from which the "Uni" or UNE takes its name.

"Higher" education takes on a new meaning here. We are situated at approximately 3,000 feet and some people find themselves punting from lack of oxygen. All mixed Essex and Sussex the UNE is a campus university, which means that it is a huddle of newish concrete buildings—pleasant rather than novel—in the middle of fields (sorry, city).

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After shuffling through some lecture notes and nanking a couple of telephone calls, I drift over to the library. I read in the solitude and eventually decide to go home. Outside only the magpies break the silence with their strange musical chirps. I proceed cautiously. The local magpies attack people in spring. The time of the last year led on a bicycle had a nasty experience.

Wednesday
Many of the externals arrived last evening on the plane from Sydney or by car from the north. Others have come from the "outback". For them, to drive through the bush to Armidale is to come to the big city (the self-styled "Cambridge of Australia").

Thursday
At the end of the morning session my wife and I are invited to a party in the college. What time? They'll start when we arrive. Australians like telling exaggerated stories but I have heard about these parties. Some of the colleges have refused to have external schools any more.

Friday
The school is cunning itself. For all of us it is a change. But for the students it is also a one-off chance to have the course more explained. And a chance to get an idea of "student life" at an intensity which full-time students probably never experience. The atmosphere is jolly but earnest.

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At the end of the morning session my wife and I are invited to a party in the college. What time? They'll start when we arrive. Australians like telling exaggerated stories but I have heard about these parties. Some of the colleges have refused to have external schools any more.

It turns out to be several parties, some quite staid, some rowdy. One man tells me he has been studying external courses for 11 years. "I would miss the residential schools now. Part of my life." A middle-aged lady insists that we tear the student living quarters. "This is one of the washrooms. All mixed Essex and Sussex the UNE is a campus university, which means that it is a huddle of newish concrete buildings—pleasant rather than novel—in the middle of fields (sorry, city)."

The fear has been voiced that ever-rising academic standards will reduce further the number of working-class students. A solution proposed is a lateral entry system for applicants, taking the highest ability students from the best secondary schools. Another suggestion is to create each social class.

After shuffling through some lecture notes and nanking a couple of telephone calls, I drift over to the library. I read in the solitude and eventually decide to go home. Outside only the magpies break the silence with their strange musical chirps. I proceed cautiously. The local magpies attack people in spring. The time of the last year led on a bicycle had a nasty experience.

Friday
The school is cunning itself. For all of us it is a change. But for the students it is also a one-off chance to have the course more explained. And a chance to get an idea of "student life" at an intensity which full-time students probably never experience. The atmosphere is jolly but earnest.

Saturday
The last day of the school and I give my final lecture. We are all punch-drunk but the students, who have assiduously covered the full semester course in five days, are exhausted. Alas, near-blizzard weather, coming suddenly out of the Armidale sunshine, has put paid to plans for a farewell barbecue. Amazingly, however, the session I am presented with genuine Aussie billycans. Inside mine is a screw and a packet of nuts.

Sunday
I spend today marking some of the 60 essays the students brought with them. I am further amazed. There are to be sure some humdrum efforts and a few who will never make the grade. But the general standard is incredibly good. One essay discusses Weber's theory of rationalization and having read it I feel thoroughly humbled. It gets A-plus.

Monday
"The problem at UNE," remarked someone at a dinner party last night, "is that we are running two universities at once: internal and external. The two halves seldom proceed for the next 70 minutes. It is the same when I give my second session in the afternoon. I am not of course, but so interesting. The school is cunning itself. For all of us it is a change. But for the students it is also a one-off chance to have the course more explained. And a chance to get an idea of "student life" at an intensity which full-time students probably never experience. The atmosphere is jolly but earnest.

THE TIMES HIGHER EDUCATION SUPPLEMENT 21277

American academics at 70



Steven Muller

Sometimes public discussion illuminates an issue, sometimes it serves primarily to distort. More heat than light is being generated by the current controversy within American higher education about the mandatory retirement age for faculty from 65 to 70.

The controversy began—once again—with action by the Congress of the United States. During a session already overlong, and studded with an exceptional number of initiatives that directly affect universities and colleges, congress moved rapidly towards legislation that will raise the age of mandatory retirement to 70. At this writing the new law is not yet finally enacted. It passed both the House and Senate with huge majorities, but a senate amendment would exempt college and university professors from its application.

This, and some other points of difference between the house and senate versions, is before a conference committee. Mindful of the greying of American voters, congress appears certain to pass what a presidential veto is most unlikely. One may applaud or question this emerging legislation as national policy, but higher education at this stage is divided on the matter of possible exemption for faculty.

Most of the national associations representing American higher education are lobbying vigorously for the exemption. These organizations use the system of academic tenure in the case on American campuses requires the exemption. They point out that new faculty jobs across the country are already scarce; that a sudden move to postpone retirement until 70 will drastically reduce new openings for at least five years; and that the lack of new jobs will, among other things, frustrate the efforts of colleges and universities to add more women and members of racial minorities to faculties, efforts also responsive to earlier congressional mandates.

On the other side, the American Association of University Professors and some other national groups that reflect largely the views of senior professors are lobbying vigorously against the exemption. Their case is that professors are entitled to stay in their jobs until age 70 just as much as any other American.

As final action by congress nears, organizations and individuals are making their voices heard. A flood of letters to the editor in the press. The tone has been getting a bit nastier, predictable when administrators and senior professors differ. Worse, much of what is being said in public is far from what seems to be the case in private. The present debate over the mandatory age of faculty retirement has merely distorted it. Laissez faire will not solve it. I expect to return to it in these pages.

The author is a lecturer in sociology at the University of Essex and was visiting lecturer at the University of New England, Armidale, New South Wales.

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American academics at 70

What the administrators fear, but also fear to say, is the prospect of causing on the part of the few additional years' professors, with tenure who have in effect proven to be less than competent years before they reached 65. It is widely known and accepted that, unless a whole host of other changes in the teaching programme is eliminated for financial reasons, individual tenure in current American practice may be revoked only by peer review, and that the result is all too often job security for the less competent. Only flagrant incompetence is likely to lead to a vote for termination of tenure by any faculty committee of review.

The American system of academic tenure evolved as a means of protecting academic freedom. It also protects simply job security to a significant degree. University and college administrators are understandably afraid to make an issue of the tenure system, lest they be accused of ignoring or attacking academic freedom and also because of the likely prospect of faculty revolt.

As these administrators argue for the exemption of their faculties from the new legislation, one may discover force and irony in their implicit defence of a tenure system about which many of them have reservations. The same can be said of their senior faculty colleagues on the other side as they argue for the retention of the mandatory retirement age for faculty from 65 to 70. The underlying fundamental issue is the disappearance of jobs for new graduates, but in the course of debate that issue is being obscured and the controversy is being distorted.

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The author is president of the Johns Hopkins University.

Turkey

Violence fear as top institute reopens

from our correspondent

ANKARA
Clashes between right and left-wing students have been an integral part of Turkish higher education for the past nine years. Recently, the fate of the Middle East Technical University, despite the relative absence of ideological differences, has become a campus. METU is now Turkey's most troubled higher education establishment. Its reopening, last month was a source of anxiety to all observers.

On February 14, the university's opening ceremony was marred by a virtual riot. METU's 10,000 students of the four faculties, decided to boycott classes indefinitely to protest against the nomination of Professor Tan, who was a militant leftist opinion was no secret. In a rare show of solidarity, all the teaching staff resigned from their administrative posts.

In retaliation, Professor Tan dismissed all the non-academic administrative staff as well as 80 workers whose politics he did not approve of. He replaced them with militants of the neo-fascist Nationalist Action Party and the precursors of the party.

On November 5 two battalions of gendarmes, including crack commando paratroopers, and 350 policemen took up positions in the university and searched nearly a thousand boarding students as they began to file into the campus for its reopening.

Two bomb explosions marked the formal opening of the following Monday, but METU is now functioning where education plays second fiddle to survival. Every morning students get off the buses and are surrounded by police and walk to their classes, thus protecting against possible "attacks" which are still free to roam the campus.

Holland

Employers criticize readings of graduates for work

from Lynn George

AMSTERDAM
A leading Dutch employers' organization has complained about the suitability of young graduates for the labour market.

A report in *The Employer*, the trade journal of the employers' organization, says that despite a growing surplus of young graduates in a dwindling graduate labour market, both government and industry are finding it increasingly difficult to get the right people.

Men applications from graduates go to the file rather than the application letter itself. The inability of graduates to put even a simple letter together in decent Dutch is recurrent complaint. One firm said that one-seventh of the 500 applicants received annually were automatically dismissed because of this.

At interviews, many graduates also showed signs of immaturity, lacked motivation and business sense, and did not always give the impression of being able to establish contact quickly with others.

Graduates' expectations of jobs, too, were much higher than they should have anticipated. Too many assumed they would be placed in positions of authority without first having to prove themselves.

South Africa

Soweto may get campus

from Louis Hotz

JOHANNESBURG
Wish Soweto, Johannesburg's metropolitan black township, beginning to show signs of uneasy recovery from its long spell of school riots and boycotts, plans are afoot to establish an area of university campus.

The principal-designate of the University of the Witwatersrand, Professor D. J. du Plessis, said he would succeed Dr G. R. Borzell next year, said his university might establish a separate branch at Soweto before long.

At the same time he expressed the hope that the university should be able to attract students from all races, despite the present restrictions on the number of African students admitted with the permission of the Minister of Bantu Education.

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NOTICE BOARD

Chairs

Dr Fred Stratton, director of the blood transfusion service of the North Western Regional Health Authority and part-time reader in human serology at the University of Manchester has been promoted to the chair (part time) of human serology from December 1, 1977.

Dr H. B. Stoner, director of the Medical Research Council trauma unit in the Medical School at the Manchester University has been appointed to an honorary chair of surgical science in the department of surgery from October 1, 1977.

Surgeon Captain N. J. Blacklock, at

present consultant in charge of the department of urology in the Royal Naval Hospital, Haslar, has been appointed to the newly established chair of urological surgery at Manchester University.

Dr G. H. Baxter, at present reader in chemistry at Manchester University, has been promoted to the chair of physical chemistry from December 1. Dr Ian Gordon Simmonds, reader in geophysics in the University of Durham has been appointed to the chair in geography at the University of Bristol, following the retirement of Professor Professor Phyllida Parson, professor of social work in the University of Aberdeen has been appointed to the newly established chair in social work at Bristol University.

Dr Robert F. Dearden has been appointed professor of education and philosophy of education in the University of Birmingham from April 1, 1978. Dr Dearden had been a reader in the philosophy of education, University of London, since 1972.

Dr M. J. Langman, formerly general manager, Plessey, Professor N. Unit, Plessey Co, Slough, has been appointed professor of digital electronics at the University of Kent at Canterbury from October 1, 1977.

Professor W. Elkan, formerly professor and head of the department of oceanic studies at the University of Durham, has been appointed to a newly created chair of economics and head of department at Brunel University from January 1, 1978.

Grants

Leeds
Genetics—£18,840 from the MRC for research on electron microscopic studies of intranuclear DNA, under the direction of Dr S. Baumberg. Dr J. H. Parish and Dr J. C. Wootton; £18,751 from the SRC for a project on biosynthesis and mode of action of cytokinin in physcomitrella patens, under the direction of Professor D. J. Cove; £17,579 from the MRC for the investigation of the molecular basis of aberrant "foreign" gene expression in Proteus, under the direction of Dr S. Baumberg.

Forthcoming events

"Research Grants and Contracts" administrative seminar for university administrators will be held on December 20 and 21 at the University of Bath. The object is to provide information and exchange information on the administration of research grants and contracts to universities. Top level staff should be invited. For further information contact: Miss R. N. A. Walsh, University of Sheffield, 10, Furness Road, Sheffield, S10 2TN. Fee: £22.50. Further information from Mr R. M. Mansel, University administrative officer, 82, University, Claverton Down, Bath BA2 7AY.

"Handicapped Young Adults: What Help and Services Do We Need?" residential short course sponsored by the Central Council for Education, will be held from December 16-18 at Gloucester College of Education, Gloucester. Fee of £55 for the above and information from Mr Keith Redden, administrative officer, CCETSW, Whitecliffe Road, Bristol BS8 1HU.

"Twenty-five Years of British Children's Books" an exhibition of books selected by John Rowe Townsend will be held at the National Book League from December 7 to January 7. Admission free for children, adults 20p.

"Mathematics for BEC and TEC" a study conference for mathematics teachers in further education will be held from January 3-7 at South Lodge Further Education Staff College. It will deal with the approaches of the Technician and Business Education Councils to mathematics and the problems associated with the transition from school to college. Fee: £40. Further information from the registrar at Education Staff College, South Lodge, Blagdon, Bristol.

Polytechnics

Eric Mitchell, who retires early in 1978 from his post as contract manager of the Lucas Group Research Centre, has been invited to join the board of governors of the Lancaster Polytechnic. This follows an appointment by the Secretary of State for Education to a second term on the above and information from Mr Keith Redden, administrative officer, CCETSW, Whitecliffe Road, Bristol BS8 1HU.

General

Heads of department: Dr C. R. Barber (social studies); Dr D. M. Yardley (law, politics and economics).

Appointments

—(sociology): C. G. Pickavance (faculty of social science—interdisciplinary studies); R. Sease (faculty of social science—sociology); P. A. Cragle (language centre—German).

Universities

Bristol
Emeritus professors: T. K. Ewer (ant-microbial husbandry); W. A. Gillespie (clinical bacteriology); R. W. Peel (geography).

Kent
Promotion to reader: Dr J. R. Davis (social anthropology). Promotion to senior lecturer: A. H. Copley (faculty of humanities—history); M. M. Ratnay (faculty of humanities—German); D. G. Asworth (faculty of natural science—electronics); C. J. Knowles (faculty of natural science—biology); J. A. Kumar (faculty of social sciences).

Leeds
Lecturers: Jill Siegestetter (community medicine and general practice); David Storer (psychiatry). Research fellows: C. J. Worsley (school of education); J. P. Dickinson (radiotherapy); Terence Dostale (ceramics); A. S. Edmondson (microbiology); Alastair Watt (mechanical engineering and physics). System manager: J. S. Swift.

York
Pro-chancellors: Lewis Wadsworth and

Manchester
Lecturers: Trevor Young (agricultural economics); Alan Evans and N. E. Palmer (law); L. T. Ferguson (clinical surgery); Alexander Rastvorova (computer science). Administrative assistant in the bursar's department: C. V. Rylands. Assistant librarian in the John Clayton, C. D. Field.

Brunel
Reader: Dr S. Giner (sociology and social anthropology); Dr B. Bercusson and M. H. Bourne (law); R. P. Fern (metallurgy); Dr M. J. Folkers (lawyer (cybernetics)); Dr R. T. Hartley (building technology); R. H. M. Wakefield (building technology).

Men who shaped the 1960s: Lord Todd

The premier Robbins opponent is unrepentant



Lord Todd was, he recalls, the only member of either House of Parliament to speak out against the Robbins recommendations for a major expansion of British universities in 1963. Events over the subsequent 17 years have left him unrepentant.

By the time of the Robbins Report, Alexander Todd was already one of Britain's most influential and respected scientists. He had been a life peer for a year, chairman of the Government's Advisory Council on Scientific Policy since 1962 and professor of organic chemistry at Cambridge since 1944. His pioneering work on the analysis and synthesis of nucleotides was rewarded by a Nobel chemistry prize in 1957.

Now at the age of 70, as President of the Royal Society and a new member of the Order of Merit, he is the premier scientist in the land. As Master of Christ's College, Cambridge, and a very active Chancellor of Strathclyde University, he remains in close touch with academic life.

In the early 1960s the Western world was caught up by a euphoric feeling that more and more higher education should be provided faster and faster, Lord Todd says. In Britain it meant that plans for a rapid expansion of the university sector "were swallowed hook, line and sinker by the main political parties, almost overnight."

He himself agrees that more young people needed to be given the opportunity to undertake tertiary education. The grave error was to have the expansion on the traditional university pattern designed to deal with a small minority of young people which was believed to be creative and to have powers of leadership. That such a group or elite exists must be clear to anyone who has been concerned with higher education and should, indeed, be given every opportunity to develop its powers to the full.

But the result of university over-expansion in the 1960s was to push far too many students into a system suitable only for this small elite. They are given expectations and a training for careers that few of them will actually be able to pursue.

The new universities are producing a "frustrated white-collar" class which is obliged to follow careers they think are beneath them, Lord Todd says.

He would have concentrated any expansion of the university sector on existing institutions. They should have been built up to the 10,000 student level before the Government contemplated the establishment of new centres. "Now that the financial winds are blowing a bit chilly, we are having to spread out the money much too thinly," he says.

But Lord Todd believes the main expansionary thrust should have been directed at technical education, which has in fact been damaged by excessive expansion of the universities.

"The polytechnics' job, he feels, is definitely to train technicians. That's not a second class role. People have different aptitudes—and I mean aptitudes, not abilities. It's sheer social snobbery to say they should all be given exactly the same education."

Lord Todd does not think the mistakes of the 1960s will be with us for ever, however. "In the fullness of time the universities will sort themselves out into a sort of hierarchy. A certain number of them will be regarded as higher level institutions fed by lower ones as is happening in the United States."

The American experience was a powerful stimulus to European university expansion in the 1950s and 1960s, he says. People noted the vast number of universities in the US and the country's enormous post-war power and wealth, and concluded that the two were connected.

They failed to realize that America had started much later than Europe and had not really found a solution in its own educational problems. The European countries were working with a system that had been developed a

London's chalk-face workers move to new training-ground

The Institute of Education consists of one distinct entity informally known as the "central institute" and a federation of university departments and affiliated colleges. The central institute is maintained by the university and its role in relation to its parent body is similar to that of a department of education in some other universities.

With more than 2,400 students from more than 80 countries registered for certificates, diplomas, and degrees at every level from initial postgraduate teacher training to the PhD, the institute is one of the largest graduate schools in any subject in Britain.

Last summer the institute moved into its new building in Bedford Way. Designed by Sir Denys Lasdun, the architect of the National Theatre, it consists of a main "spine" extending the length of the street, with a single wing descending in terraces into Woburn Square.

In time it is hoped that more wings will be added so that the library, seven minutes away, and several other departments will be housed on the main institute.

Additional space would also allow for improved refectory facilities and other amenities which would contribute to the institute's social life.

Inside the new nine-storey building there is a 1,000-seat theatre and lecture hall, Logan Hall, which is shared by the university and the institute, a 500-seat theatre, several other large halls, a television studio, a media resources centre, laboratories, and a generally excellent range of facilities necessary for a major educational studies centre.

It differs from other British centres of education studies not only in its sheer size but in terms of the wide range of specialisms available, the amount of research being conducted, and the cosmopolitan character of its student body.

Over the years its fame has spilled over from the world of higher education into the public consciousness. The work of Professor Basil Bernstein in the sociology of education department, exploring the relationship of language and class, and the revolution in educational philosophy inspired by Professor Richard Peters, the head of the philosophy of education department, are well known.

The fact that it has become commonplace in staff rooms up and down the country to talk of "institute methods" of teaching particular subjects is a measure of the influence it has exerted over the years.

The English department's emphasis on the importance of the development of writing ability and the study of language across the curriculum, and the way it is approached, are two other areas where the institute has impressed.

Of a total of about 2,450 full and part-time students 556 are doing a postgraduate certificate of education, an art teacher's certificate or a music teacher's certificate.

The bulk of the institute's work, however, is taken up with higher degrees and diploma work. In 1976-7, 855 students were working for MSc, MPhil or PhDs, while another 813 were studying for various specialist diplomas in areas such as teaching English as a foreign language or teaching handicapped children.

Apart from having the highest number of part-time postgraduate higher degree students of any college in the University of London, the Institute's University Centre for Teachers also organizes in-service training for up to 6,000 serving teachers a year.

All in all, bearing in mind that the institute enjoys the service of 16 professors (17 next year) and the facilities of what is claimed to be the best library in the country, the Institute in Britain (200,000 volumes and 1,700 periodicals), its credentials for aspiring to be "a major world centre for the study of education" would seem to have been established.

Heavily committed to basic research and a strong critical tradition, in recent years self-criticism and a concern for relevance have

helped the students will return to do higher degrees in educational psychology.

Each PGCE student spends 12 weeks in a secondary school and two weeks in a primary school and strenuous efforts are made by the college to relate teaching theory to the practical problems and issues of the classroom.

Although Dr William Taylor, the institute's director, sees post-experience, in-service higher degree and diploma studies as an increasingly important area of the college's work, he is also keen to preserve initial teacher training work.

"I would like to see a further increase in the proportion of higher degree students. For a teaching force of half a million only a relatively small proportion of teachers at the moment do conduct high-level studies and have an opportunity to reflect upon what they are doing."

In the future, he says, there is going to be an increasing need for specialists in the schools, such as counsellors, educational technologists, and curriculum specialists.

With the advent of a relatively static teaching force there will be fewer opportunities for mobility, promotion and moving into new fields of work. "More people will need to come to terms with a lifetime in the classroom. Now the emphasis on in-service work is directed towards helping to improve their performance in the class and getting greater satisfaction in the job."

However by retaining initial teacher training courses, Dr Taylor says: "One gets a much more rounded and realistic picture than if we were just a research organisation. There would be a dangerous tendency to become stratospheric if that happened. Many of our teachers are very close to the chalk face."

Looking back on the institute's achievements over the past five years, he says he is not "despondent about the progress made against the decline in teacher education." The institute had never been bigger and although it had experienced a difficult period financially, it had not suffered any more than other universities.

For the future he hopes to establish a new chair in education handicap, build up the work in science education, and see more policy studies being conducted.

Dr Taylor is also determined to preserve the institute's international role. "I do think this is terribly important. I think our educational values and standards are one of our chief exports and one of the chief sources of good will towards this country. That would be to see nothing happen that would diminish this influence."

Dr Terry Davis, dean of professional studies, who is in charge of organizing the initial courses, is keen to explore the potential of new techniques like performance based teaching (PBT), which is an assessment of teachers based on observable performance in the classroom.

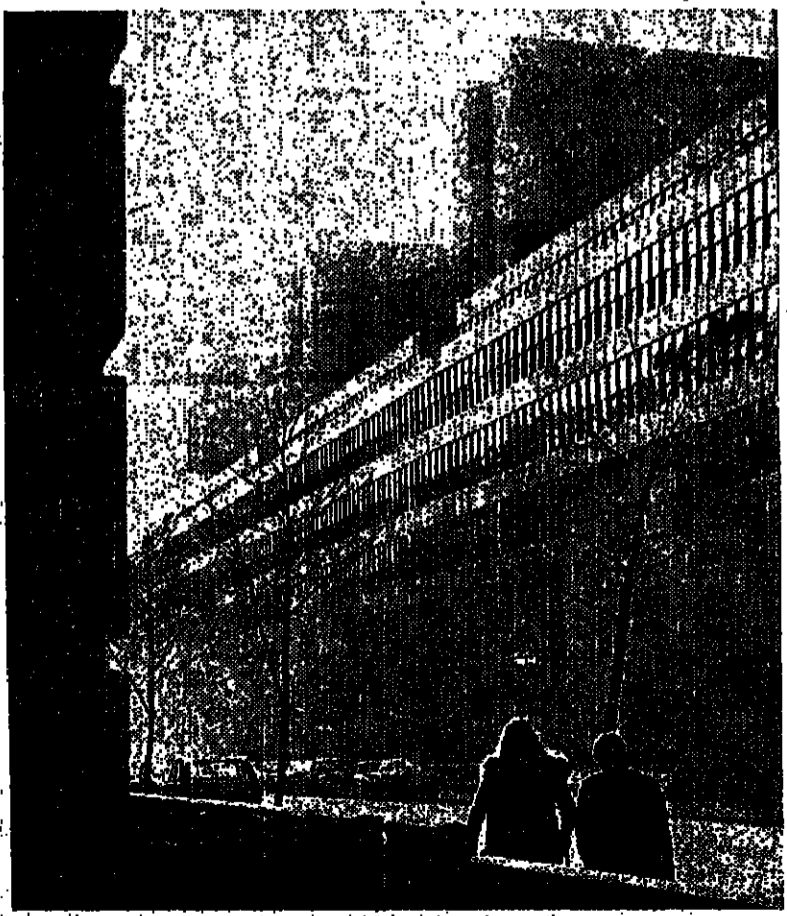
"The technique of 'micro-teaching', a scaled-down approach to teacher training, is already being used in several departments. Here a student teaches a small number of pupils or peers for a limited amount of time one basic skill or technique and is evaluated afterwards by his contemporaries and tutors.

An experimental "shadow" post-graduate certificate of education (PGCE) is being run parallel with the established course to investigate the potential of running a more school-based scheme. This year 30 students are taking part and in 1978 it is hoped to raise numbers to 45.

Last year a new primary school PGCE course was introduced. At the moment only 20 of the 556 PGCE, ATC and MTC students, the top limit imposed on the college by Mrs Shirley Williams, work in the primary field. The course is oriented towards child development and it is

Clive Cookson

Clive Cookson

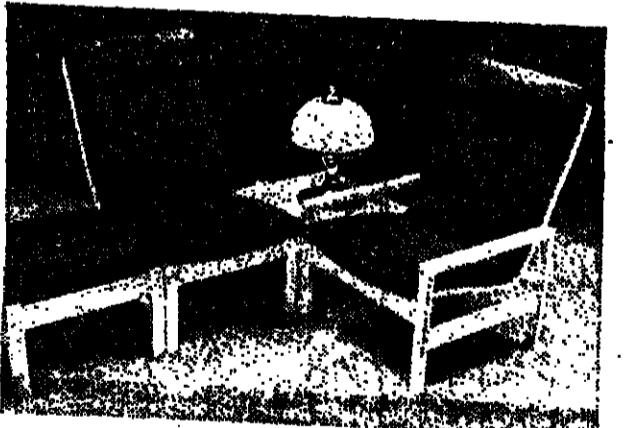


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Open University programmes

- December 3-9
- Sunday December 4
- 10.30 Royal Institute of Chemistry, Centenary Programme 1977-1978. Speakers: Lord Todd, Sir John Galsworthy, and Professor Sir John Galsworthy. (1977: prog 4).
- 10.55 The first years of life: Crash over!
- HARIO 4 (VHS)
- 9.30 Associate Student Programme: The first years of life: Crash over! (1977: prog 4).
- 10.10 The first years of life: Crash over! (1977: prog 4).
- Thursday December 8
- 17.40 Open Forum—28: Transferring to the Open University.
- 18.05 Royal Institute of Chemistry, Centenary Programme 1977-1978. (1977: prog 4).
- 18.35 The first years of life: Crash over! (1977: prog 4).
- Friday December 9
- RADIO 4 (VHS)
- 18.10 Science investigation course: Introduction.
- 18.30 Associate Student Programme: The first years of life: Crash over! (1977: prog 4).
- 19.10 The first years of life: Crash over! (1977: prog 4).

Noticeboard is compiled by Patricia Santmell and Milia Goldie

10/13/1978

Overseas



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How switch to DES financing has changed university life



Professor Max Beloff

Max Beloff replies to Sir Frederick Dainton's views on the independence of the university Grants Committee from the Government



Sir Frederick Dainton

In a letter in The Times, June 28, a number of vice-chancellors were complaining about the financial constraints upon universities. I pointed out that the idea of an independent university had, a decade ago, been forecast precisely this situation.

At that point the Government would positively intervene to promote its own conceptions of educational policy and the national interest. I also pointed out that the Government had seen an ominous omen to the shape of things to come in the decision to establish the Department of Education and Science, rather than the Treasury, as the body responsible for the University Grants Committee.

One's first inclination was to ask why the Government was made to do this. If one looks at the whole trend in development over the past decade, one perceives two processes going on side by side: the universities from being individual institutions cherishing their differences and their autonomy have been welded into a single system, doing more and more with a single voice; and a Government department trying harder and harder to compel the universities to accept its own priorities and its own preferred methods.

The old UGC system, so much admired by foreigners, worked because British universities had other sources of income. They were not only affected minority in the nation, and had been subjected to external interference only when their prejudices conflicted with overriding national goals—for instance, religious intolerance.

One of the reasons why the UGC system worked was that it was not representative of the university community—or it is representative of that community but is ignored. Another symptom that the old, comfortable relationship has broken down is the rise of the Councils of Vice-Chancellors and Principals as a body serviced by its own conserving bureaucracy and claiming to represent the interests of the university community.

the State and the universities in the traditional formula, the UGC now performs only the function of a fig-leaf covering the naked reality of governmental control. And governmental control can never be acceptable to those imbued with the academic tradition, because they always attach more importance to the pursuit of learning, and to the education of individuals who can benefit by university-level study, than to social goals. Universities may incidentally fulfill social functions of various useful kinds but they must also have an important margin for non-utilitarian pursuits.

Only an absolute recasting of the whole system can achieve the goal of reconciling the principle of university autonomy with the fact of dependence upon public funds. The answer lies in what was done in the founding of colleges in the ancient universities. What the universities need is not income dependent upon Parliamentary grants, but capital of their own. A formula should be worked out by which their current incomes would be capitalised and the sums made over to them in the form of marketable government securities.

for funding for special higher provision, if such a course made sense, given the range of facilities and course pattern that the college already had in existence. On balance, therefore, I would plump for giving corporate status to polytechnics rather than any sort of half-way maintained status as the Oakes Committee seems inclined to support. A corporate status would enable polytechnics to run their own show and raise their own funds with a suitable check that is national in dimension.

What I believe we should be looking for therefore, is a framework within which the differences in higher and further education and training can be reconciled, while capable effectively of gearing free-standing institutions to local as well as national needs.

They would then fill the independent schools become responsible for running their own financial affairs, for choosing whether to hold government stock or to reinvest; they would profit by success and be penalised by failure. Each would be independent of the others, and competitive. From the national point of view it would mean a transfer of liability from annually voted grants to the servicing of the national debt; for the universities or would mean freedom from governmental control.

From the point of view of research funds, the important thing is to restrict the direct intervention of government-sponsored bodies such as the research councils which only handle research directly related to governmental policy. For the rest, the available income should go, preferably again capitalised in government stock, in part to the universities—particularly the great ones—in part to the scientific-learned societies.

It is likely that however ingenuous the original formula for replacing the present system might be, modifications would be needed from time to time. Extra funds might also be needed to cope with inflation or other developments. Some Minister would be needed to make any necessary proposals to Parliament. He should not be the Minister responsible for education, or any other spending department. The DES should be split up with the "science" removed from the Secretary of State's title. Instead there should be another Secretary of State for Science, Learning and the Arts who would, like the old UGC, need to direct to the Treasury to argue his case.

Historical experience and political thought teach us that only men who have property can fully enjoy freedom; the only genuinely autonomous bodies are also the property-owning ones. One cannot, of course, know what policies the universities would pursue if they had greater independence; one must assume that their policies would not be identical with those of the State.

Some might opt for undergraduate studies only; others for post-graduate work and so on. Some might prefer to reverse the trend towards growth in numbers at the expense of quality imposed upon them by present governmental policy. If this meant a damaging short-fall in the provision of places, it would be for the State-system proper, the polytechnics to take up the slack.

The author is principal of the University College at Buckingham

Ways to curb the resource wastage in duplicated courses

There is without doubt a considerable duplication of effort within further and higher education. This comes at a time when clearly we cannot afford to waste any resources. There are a great many competing courses, both between the university sector and the non-university sector, and within the university itself.

Many subjects are under-subscribed, and many institutions are not pursuing courses which they are not doing, and which the country does not need. The new institutions of higher education are giving too much emphasis to pursuing degree courses than seeking to put on lower level possibly DIPLE vocational type courses.

Whether the Oakes Committee is going to produce an effective solution is a moot point. The fundamental question is what shall be done on the one hand, national Government, and on the other, local institutions, and an odd way of working to divide one's committee into two working parties, one looking at the national applications, and the other at the local. It would seem likely that some compromise set of measures will therefore emerge.

This is the last thing we need. We do not want yet another complicated formula which in practice only leads to distortions and confusions. Like probably most polytechnic directors themselves, I have always felt that polytechnics had to be locally sensitive and orientated to social rather than individual needs and once they became wholly dependent upon grants from government, they could not hope to be realistic level with mandir of their former autonomy. So far from being a buffer between

Keith Hampson examines the costs and consequences of competing courses

which has never shown itself to be very innovative—cannot administer 500 different institutions. In the early part of 1976 I suggested that there might be established an Advanced Education Commission, which would receive approval and resources. The actual validation of the course would still be done by the Council for National Academic Awards. This would at least provide a check on the current proliferation of courses, and would help to check the number of institutions which would be directly competing for the smaller numbers which are a result of the falling birth rate.

for funding for special higher provision, if such a course made sense, given the range of facilities and course pattern that the college already had in existence. On balance, therefore, I would plump for giving corporate status to polytechnics rather than any sort of half-way maintained status as the Oakes Committee seems inclined to support. A corporate status would enable polytechnics to run their own show and raise their own funds with a suitable check that is national in dimension.

They could in a certain sense have "agency" status, in that local authorities could contract with them to put on certain advanced, or for that matter non-advanced, courses that were not available elsewhere within the local authority provision, but which would be of great use to the local manpower situation. But whatever the actual mechanism adopted, I believe the principle on which we should now operate is that there must be a national body that would have a diagnostic function and a positive role in co-ordinating developments from a national perspective, and that such an operation should not be limited merely to the polytechnics, but should cover the whole of advanced work.

If such an advanced education commission were established it would, I believe, over the years, develop a close working relationship with the UGC and appropriate sub-committee structures could be devised so that the dialogue was enhanced. Such an integration between the university and non-university sectors is long overdue. Something more than a central pulling together is required however and my suggestion last year, which was not unfavourably received, was that the present regional advisory structures should be revamped into what I called "joint area co-ordinating committees".

I suggested that a pilot scheme or two might be established in regions where there were favourably disposed universities. The membership would involve both universities and all the public sector higher and further institutions in the area, as well as local authorities' representation.

That Haison would, it is hoped, be mutually advantageous in areas such as the mutual sharing of facilities, student admission policies, transfer to matters such as credit and transfer, relations with schools, and even the planning of joint courses. Feeble though the roots may be, they might indeed grow and produce a fairly strong plant. The point about such a system would of course be that each institution would remain autonomous, but interdependent. It furthermore assists with the rationalisation of resources while at the same time preserving local authority involvement without some of the weaknesses of direct local control.

In short, therefore, I am proposing a compromise. A national body for many reasons desirable. But a local dimension as well as high degree of flexibility, both within and between institutions, is also important. Local control is not needed for, and indeed has not succeeded in, orientating an institution to local and regional needs. What I believe we should be looking for therefore, is a framework within which the differences in higher and further education and training can be reconciled, while capable effectively of gearing free-standing institutions to local as well as national needs.

The author is Conservative MP for Ripon and vice-chairman of the Conservative Party Education Committee. A longer version of this article appeared in the October issue of Public Finance and Accounting.



LETTERS TO THE EDITOR

Universities of technology

Sir,—Dr Edwards may be entitled to his opinion concerning my fitness to contribute to discussions on the future of higher technical education (THE TIMES, November 25) but his letter calls for a reply because he does not seem to have researched his material and as a result he has missed the point I was making.

My views about the demise of colleges of advanced technologies (CATs) and their conversion into universities were given in the discussion at the conference organized by the Southern Group of Polytechnics in conjunction with the Institution of Mechanical Engineers on the subject of upgrading engineers in industry: a polytechnic way—a detail omitted from the necessarily shorter but otherwise accurate report of the day's proceedings which appeared in THE TIMES on November 18 and on which Dr Edwards appears to have based his comments.

This conference was attended by some 100 industrialists and, mainly, polytechnic academic members, and was examining in today's context the same problems as we faced 20 years ago when the country decided that we needed a much more effective form of higher technical education and training. We decided that a rapid expansion of this form of education was essential for the wellbeing of our industry and economy.

Technology was identified as a key discipline demanding the best of intellects and abilities, and having been closely associated with the development of education and training both in the north-west and elsewhere for nearly 40 years I think I can say with confidence that I was no familiar abroad.

The creation of CATs gave us, in my view, the unique solution to our problem: by the acceptance of the term "technology" in the title of these new institutions, technology itself was recognized, and the (then) new sandwich courses created new positive relationships with industry. The adoption of the qualification DipTech was itself indicative of a new recognition of the partnership between these institutions and industry.

The CATs and the DipTech were this country's solution to the much envied continental institutions of Higher Technical Education which have done so much to maintain and enhance the status of engineers and technologists in Europe. I said this and more at the conference.

The CATs were not tied and did not seek to copy the British university academic patterns, flexible patterns of training and education emerged. The training loads both in the factory and in the college were more closely balanced.

Students and rent

Sir,—I was extremely surprised to see that Mr St John Stevas MP has called for an end to students' security of tenure in privately rented accommodation (THE TIMES, November 25) and effectively a breach in the Rent Acts.

Over the years, the National Union of Students has stressed that students should not be treated as a separate category in which the separate provisions of their basic needs are different from those of other groups, such as young mobile when they leave the parental home to take up training or employment. Mr St John Stevas is effectively seeking to turn back the clock and to establish students as a "special" group without the basic entitlement to rent and tenure protection extended to other private tenants since the Rent Act 1974.

Mr St John Stevas failed to address himself to the crucial question facing our student members, the private rented sector and the need for an expansion in public sector housing to accommodate those displaced by this decline.

As he is well aware, the Rent Acts are not responsible for the shrinking of the private rented market.

Unfortunately, the national tide for the expansion of university education, as a result of Robbins, swept away the CATs which were placed by university foundations. The CATs were not allowed sufficient time to establish themselves and the DipTech was written out.

For a while the universities which were created from the CATs were known as technological institutes but apparently they did not have sufficient faith in their future to retain the term "technology" in their title. Only one university founded on a CAT retains it.

The expansion of university education was no doubt needed but this could have been done while retaining the CATs which were clearly identified with the development in higher technical education which we are still seeking today.

Yours sincerely,
R. F. MARSHALL,
South Drive,
Cleam,
Surrey.

Sir,—You report Mr Ronald F. Marshall of the British Airways Corporation as stating that "there is now only one university of technology at Loughborough; all the rest had been integrated with universities". On behalf of Brunel and the other ex-CATs, may I be permitted to correct the record?

All of the ex-CATs still exist as independent universities of technology, though they have all been financially betrayed since their "upgrading" to university status. It is true that Loughborough alone has retained the "technology" label in the name of the university, though at Brunel we still award the Bachelor of Technology degree, reflecting the original DipTech award.

Basically, I believe it is true that Brunel alone has retained the thin sandwich structure for all of its undergraduate courses, so that all students work in industry for three separate periods of six months each as part of their study programme.

The financial deprivations we have all suffered since becoming the forgotten universities—Mr Prentice telling us to "sell our treasures", for example—have put us under temporary pressures to abandon the more cutting technological disciplines in favour of the humanities, and to abandon industrial training to save limited staff time and travel funds.

To weather the storm we have all had to give up some of the high ideals of the original CATs, retaining those features which we each consider to be the most important. It is not encouraging to realize that our efforts can be so easily disregarded.

M. L. HATHWAY,
Professor of computer science,
Brunel University.

throughout the century largely due to the age of its stock, and landlady's unwillingness to maintain their dwellings. The proposal would leave students vulnerable to those forms of abuse which the Government has stated it will not tolerate in the private rented sector.

Students who wish to take up local employment or vocational training would be forced out of their accommodation whilst there would be no change for the majority who presently leave their tenancies after college to take up jobs elsewhere. It is remarkable that Opposition spokesmen should challenge legislation that provides security of tenancy on the basis of the type of letting, and not the status of the tenant. Where would such a view lead next?—to security for farmworkers, or immigrants?

The question of housing associations, such as accommodation for students should be seen within a community-based policy, that seeks to extend student involvement in existing associations, and to integrate young people with the rest of the community. Student-only housing associations are not the answer!

Yours sincerely,
DETE ASHBY,
Deputy President,
National Union of Students,
302 Pentville Road,
London W11 1LJ.

SSRC grants

Sir,—Dr Brian Salter (November 25) criticizes the Science Research Council grants, first, because the SSRC failed to give a general response to research grants only "in terms"; and secondly, because it deduces that applications for grants have a greater success rate.

The subject committee do spend considerable time on applicants to formulate proposals, and do what they can to interpret the decisions of the referees to applicants. A "referee" rejection is normal, even if it seems clear, in comments of committee members, that a rejected proposal would be very unlikely to receive an acceptable research grant.

Dr Salter recognizes that more senior and experienced scientists may be more successful in securing research grants. The implications of his statement that "they will have more and more influence on the committees" would be disastrous if true.

Salter's own figures for 1975-76, SSRC announced last year, justify his statement that the success rate by number of applications and grants for research projects was 7.3 per cent. He argues that "if you want to generalize from one year's figures for percentage success by number of applications, the figures for 1976-77 are likely to be similar".

The English have not been the best critics of modernism, no more than they played any very great part in its creation. An embarrassing amount of the "English" criticism of modernism is in fact either the work of an earlier English criticism which has repeatedly set its face (and sometimes a very sour face it has been) emphatically against even some of the greatest achievements of the modernist tradition.

We do, however, greatly prize the work of Dr Salter's point to the problems of establishing a structure for research within this and SSRC has set up a new centre, the Centre for the Study of the Arts, under the leadership of Professor Raymond Miles. It is hoped will report in 1981.

Yours faithfully,
Derek Robinson,
Chairman,
Social Science Research Council,
Temple Avenue,
London, EC4.

London RMC

Sir,—The caption "RMC asks for more funds" given to the news report on the above subject, the London Regional Management Centre, submitted to the two main reasons for our two requests.

First, the observed increase in our observations, a point which made quite clear in the memorandum of the 10-page report submitted to you in which the memorandum (not letter) in which the request for funding was contained, and which the opening paragraph of your report repeats, and second, in no sense was our illustration that we used as an illustration of our general observations intended as a plea for additional financial support—any such plea would be wholly inappropriate.

Our concern, however, goes beyond mere misinterpretation. Your report makes an attempt to generalize observations which we believe would be of great interest to an illustration taken from the "Fracture" section of your report. These observations, in our view, are a distinction between administration and management, and academic institutions, the latter being market-determined, and the former being market-determined.

The question of housing associations, such as accommodation for students should be seen within a community-based policy, that seeks to extend student involvement in existing associations, and to integrate young people with the rest of the community. Student-only housing associations are not the answer!

Yours faithfully,
R. F. MARSHALL,
South Drive,
Cleam,
Surrey.

An art for the wilderness

The real greatness of modernism lies in its grasp both of predicament and release, simultaneously, as the twin products of the ambiguous death of theology—Michael Long discusses and takes issue with essays by

Gabriel Josipovici



Kafka (above) and Eliot.

Modernism, the revolutionary art of the late nineteenth and early twentieth centuries which is still the basis of the art of our own period, is everywhere questioning and curious, full of a busy and probing intelligence, open in critical response. The author writes lucidly within the tradition he is presenting, and his critical judgments have the life and generosity of an engaged mind—a generosity which is rare enough in the often mean-minded world of literary criticism.

The English have not been the best critics of modernism, no more than they played any very great part in its creation. An embarrassing amount of the "English" criticism of modernism is in fact either the work of an earlier English criticism which has repeatedly set its face (and sometimes a very sour face it has been) emphatically against even some of the greatest achievements of the modernist tradition.

We do, however, greatly prize the work of Dr Salter's point to the problems of establishing a structure for research within this and SSRC has set up a new centre, the Centre for the Study of the Arts, under the leadership of Professor Raymond Miles. It is hoped will report in 1981.

Archetypes

The book is a collection of essays but it is none the less at least semi-unified and a coherent vision of modernism gradually comes out of the various separate pieces. The title essay, another general essay on "Linearity and Fragmentation" and a study of Kafka, "An Art for the Wilderness", carry the book's principal themes.

These themes are also kept continuously to the fore by recurrent reference to Kafka and Eliot who are determining figures in this version of modernism; and further coherence again is given by the book's concern with Thomas Mann's novel *Dr Faustus* which Josipovici finds to be a fascinating, if in the end questionable, study of the plight of the modernist artist. Throughout the book, which ranges widely over European and American literature and modern music, Joseph K., Frutroff and Adrian Leverkühn are three almost archetypal figures in whom the experience of modernism is most cogently given. It is a most successful and stimulating account of the modernist tradition, though one which in the end provokes me to some dissent.

When I say that the central theme of the *Lessons of Modernism* by Gabriel Josipovici, Macmillan, £8.25

authors of Josipovici's modernism are Kafka and Eliot I am simplifying a little. Josipovici himself in fact gives five writers who for him define the tradition:

When I think of what is most radical in the literature of the past hundred years, of what embodies most clearly the essential spirit of modernism, I think of five grey-suited gentlemen: Constantin Cavafy, Franz Kafka, T. S. Eliot, Fernando Pessoa, Jorge Luis Borges.

But Cavafy and Borges hardly figures in the book at all and although Pessoa has a most interesting essay devoted to him (as do Walter Benjamin and Saul Bellow) he is nothing like so deeply in the book's grain as Kafka and Eliot. It is always most powerfully in them that we are given the characteristic modernist sense of predicament which for Josipovici is the mode of modernism. This predicament is torment, doubt, futility, broken gestures, sundered beliefs, loss of movement, action and rhythm, loneliness, faltering voices of extraordinary scruple and courage, and more than in earlier literature, silence. There may also be liberation, game, even fun; but the predicament, the "wilderness", is the main thing. So Joseph K and Frutroff are the archetypal "dangling men" of modernism.

Josipovici seems to me to respond to this scrupulous and precise analysis of the modernist tradition superbly well. There are not many critics who have taken what there is to be taken from the tradition of Kafka and Eliot with such imagination or who have made the terms available to themselves as guides to the art of our time. But what are the consequences of making these authors so central to one's idea of modernism, of making the man for our season and of making our season so definitively one of "wilderness"? Kafka and Eliot did, to an astonishing degree, catch with terrifying closeness and exactitude of feeling the predicament, night or day, of lonely men in a world without meanings. Kafka's version of that meaningless world gives it also as violent and predatory, quick to destroy in sudden and arbitrary ways; in Eliot's version it may be less toothed and armed but it destroys just as surely, rotting the soul into torpor, acidities, tannins. Modernism did indeed create images of predicament which were as intense and arbitrary as these.

And yet. And yet the book still leaves me with my sense of dissent, with my feeling that there is some radical misplacement of emphasis in this way of describing the modernist tradition?

More clearly than any except the Wittgenstein of the *Tractatus*, Kafka seemed in talking about the world as though it possessed a meaning that we could discern. There is indeed the sharp sense

of predicament that Josipovici sees, but there is too at the same time the serene knowledge of release. It is my guess that the most enduring images of our season are those which most fully articulate this interlinked freedom-and-dilemma, not the terror Kafka knows and imparts. But the demise of the great theologians and the absconding of the gods are not experienced by everyone alike. Believers (or erstwhile believers, or would-be believers) will have the greatest sense of loss, of pain, perhaps of outrage or violation; but others may well feel as much relief as terror, as much a sense of liberation as of dilemma. For them the moment of traumatic disintegration will also be a promise, an opportunity—for release, delight, celebration, comedy, renewal, above all perhaps for an awareness of the infinite variety of words, things, and new perspectives all newly released from suppression by ideologies or ideologies that called themselves Truth.

But it is not quite of the absurd that I am thinking; and I would want to locate this tragicomic centre much further back in the tradition. I am thinking of Joyce (and wondering how his name could possibly have failed to add itself to Josipovici's list of five), of Flaubert (the master of Joyce and precursor of modernism as a whole) and of Malcolm Lowry (who made one of the few great English comedians of the tradition but who, sadly, predictably, is more widely appreciated in France and America than in England).

We should heed the modernist writers themselves. The "wonderful" for whom was not Kierkegaard, nor Dostoevsky, nor even Nietzsche. The writer most widely acknowledged as master and precursor by the modernist writers of Post-war years is, of course, Flaubert. It is in the literature of Flaubert, which Joyce studied hard and built upon but which English critics have repeatedly treated with first-hand characteristic and very beautiful modernist tone in which our post-theological world is given to us both as a predicament and as an occasion for the difficult and ironic celebration of diversity. It is the predicament of Flaubert's St Anthony to be defenestrated by the myriad voices of prophecy all claiming to be True, just as it is the predicament of Bouvard and Pecuchet to be overwhelmed by the various and doctrines of all the world's sciences. The saint is agonized by the bewildering overabundance of ideological words, the two copy-clerks are finally reduced to the defeat which is registered in that terrible line of the surviving plan for the unfinished book: *Ainsi tout leur a craqué dans les mains*.

There are, of course, days on which the dark simply is not hilarious and when, as Denis Donoghue has argued, Stevens's world may well seem like a morally unresolvable world of words. But so too are there days (I would in fairness feel obliged to add) on which *The Waste Land* actually does seem to me to be that "hilarious life" and "wilderness" which Eliot once so urbane and urbane as it was when Kafka's famous letter to his father, beautifully used in Josipovici's study, seems like a self-protective piece of peace-making or ventriloquism. It is and I am inclined to think that the real greatness of modernism, the real centre of the tradition, lies in its grasp both of predicament and of release, simultaneously, as the twin products of the ambiguous death of theology.

There is indeed the sharp sense of predicament that Josipovici sees, but there is too at the same time the serene knowledge of release. It is my guess that the most enduring images of our season are those which most fully articulate this interlinked freedom-and-dilemma, not the terror Kafka knows and imparts. But the demise of the great theologians and the absconding of the gods are not experienced by everyone alike. Believers (or erstwhile believers, or would-be believers) will have the greatest sense of loss, of pain, perhaps of outrage or violation; but others may well feel as much relief as terror, as much a sense of liberation as of dilemma. For them the moment of traumatic disintegration will also be a promise, an opportunity—for release, delight, celebration, comedy, renewal, above all perhaps for an awareness of the infinite variety of words, things, and new perspectives all newly released from suppression by ideologies or ideologies that called themselves Truth.

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Portrait by Edward Munch.

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Michael Long is a fellow of Churchill College, Cambridge

BOOKS

East-West cartel

Arms Control and European Security by J. I. Coffey. Chatto & Windus for the International Institute for Strategic Studies, £10.00. ISBN 0 7011 2118 1

Professor Coffey is a leading thinker on strategic and military affairs, and it follows, as we might expect, that he is both an American and a civilian. His new book has a simple thesis. Europe is divided into the armed camps of the NATO and Warsaw Pact military alliances. Both spend heavily on armaments but fail to obtain proportional improvements in security. Coffey suggests that greater security at less cost might be possible if each side were to forgo those classes of armament that the other found most threatening.

Having stated his thesis with his customary clarity, Coffey proceeds to risk disappointing some of his admirers by indulging in the wearisome process of "scenario" building. That is to say, instead of measuring his suggestion against the facts through the medium of some theory or model of arms control, he chooses to ignore any possibility of making a priori generalizations and to concentrate on a wide range of invented instances of how B might react to A's doing X as he has room for. What sort of cuts in armaments would be suitable at particular stretches of the NATO/Warsaw Pact border; what combination of nuclear and conventional cuts would be suitable at each place; and what differences in the readiness and competence of the men under arms in the different sectors of each alliance, are the kinds of questions

he tries to answer by this suck-it-and-see method.

In the end he selects from a wide range of possibilities those arms control arrangements that would be militarily and politically acceptable, in that they would provide no one-sided advantage, while at the same time be worth having, in that they added to international security, or saved money, or both. His recommendations are actually quite detailed, but as far as cuts are concerned equal percentage cuts in like forces on both sides come close to meeting his criteria.

The trouble with scenario building is that it is liable to exhaust the reader without, unfortunately, exhausting the possibilities. Of course it is the method used by government advisers in areas, like arms control, where they know of no theoretical guidelines. And it is possible to justify its use by academics too. Even if they have poorer information than governments they are usually more impartial. Coffey is impartial, and he has obviously collected his information steadily and resourcefully (there is one small but noteworthy slip on page 159 where he cannot believe that the artillery millimetric figure for Russian artillery calibres should not be rounded up; he does not first to underestimate the sway of the British Imperial system—the Russian calibres are in inches).

And he is an old enough hand to realize that one way to avoid having one's ideas cast aside as airy fairy theorizing is to refuse to theorize and instead to use the analytical approach that the men you are trying to influence, soldiers and government officials, instinctively trust. But while academic specialists in international relations have a duty to think and write realistically and in plain language, they also have a duty to be academic, which is to prefer the general to the particular, to prefer

even an imperfect theory to a hundred specific instances. It is true that the theory of arms control, as of international relations generally, is in an underdeveloped state; but it is not totally negligible. For instance an arms control agreement between two military rivals is almost precisely analogous to a price-fixing agreement between two market-dominating companies (except that the former is allegedly better for the customer). Companies are going to look for price-fixing arrangements not because it is always best, but while experience teaches them that when neither is likely to be broken by competition, both are being impoverished by it.

Once price-fixing is agreed each is deterred from undercutting the other by the implicit threat of retaliatory price reduction. So it is with arms control. The essence of an agreement to restrict armaments is an expectation on both sides that renewed construction of armaments will quickly be detected and subsequently nullified by counter-action. This is why provision for some kind of mutual surveillance to detect violations of arms control undertakings is nearly always written into modern agreements. Of course surveillance provisions are useless unless the will to take action to offset violations is also present.

Perhaps, as an American, Coffey does not feel it is necessary all the time to strive for an academic perspective on a topical issue. But for as long as British academic specialists in international relations follow his example, and they need all too little encouragement, so governments are going to be contemptuous of their trade, and committees to scrutinize the Foreign Office will continue to be set up without a single academic specialist in international relations on board.

Ian Bellamy

Czech winter and spring

Czechoslovakia by William V. Wallace. Ernest Benn, £9.95. ISBN 0 510 39525 2

Much of the greater part of this book, close on 400 pages long, is devoted to the history of the Czechoslovak state since its foundation in 1918. But there are over 100 pages on the Czechs and Slovaks under Austro-Hungarian rule in the post-1848 period in which special attention is paid to the development of the Czech and Slovak national movements.

One of the greatest merits of Wallace's work is the untypical extensive coverage which it gives to the Slovaks. The distinction between Czechoslovak citizenship and Czech and Slovak nationality is firmly held in Slovakia. Indeed, its acceptance by the federal party and state authorities in Prague (both presided over by the Slovak, Gustav Husák) has led disgruntled Czechs to feel that the Slovaks have become more equal than they—anti-Slovak jokes have become at least as common in the Czech lands as anti-Fish jokes in Britain.

In a book of this scope the author is going to be more at home in some periods than others. Wallace is at his most interesting and convincing when discussing the prelude to Munich. He records both sympathy and credit but there is no revisionist whitewashing of Chamberlain. The Anglo-French ultimatum is represented as the best German offer (and their British and French sympathizers) which it was.

On the Communist period Wallace is generally reliable, though a few of his judgments are questionable, which he is unwilling to explain. The absence of revolt in Czechoslovakia in 1956 (not that it was such a complete absence as is generally believed) is the "quality of leadership" at that time, since "it was hard to mount a revolution against a mediocrity".

leadership? And had history ceased to be a messy history by 1967 and early 1968 when he successfully overthrown? It would also be interesting to know whether that such concessions as were made to the Czech reformers in 1964 had been encouraged by promptings from Broz. Of doubtful validity is Wallace's suggestion that if Dubcek had called for armed resistance to the Soviet invasion, this would have provoked "what would amount to civil war". Though the leadership of the Communist party was far from that is not the same thing as Wallace's view that "the country was united that ever before in its history and ready to accept a lead from Dubcek. What actual force (as distinct from the possible) of a deterrent of the threat of fighting in central Europe between Soviet and Czechoslovak troops, the yearning of armed resistance to intervention could have achieved highly problematical. But in doing the Moscow Protocol of August 26 as "a triumph" and "a victory" but not have been a moral-destroying effect of a series of piecemeal concessions to the Soviet point of view which the Protocol inaugurated, and he goes on to say somewhat on the side of the Czechoslovak leadership in 1970.

None of this detracts from the usefulness of the book for a generally wide readership. The work is not written for specialists. There are no references to sources, though a useful bibliography is appended for those who wish to study periods in greater depth. It is highly serviceable introduction to the history of Czechoslovakia and should be of value to students and general readers, including those who are not specialists in the subject, and who are concerned with the logical coherence of Hobbes's work, considered as a genuine derivation of fairly out-of-date moral and political conclusions from almost equally out-of-date physical and metaphysical premises. James Steintrager's work shows the influence of his work on the Bentham manuscripts housed at University College London; it offers something very like a history of Hobbes's ideas, from his youthful years in the metaphysics of Cambridge to his later defence of democratic government. It thus determines the commonplace view of Bentham derived from the work of E. H. Halevy with unfortunate assistance from J. S. Mill and

Archie Brown

The stable state

Politics in Hungary by Peter A. Tom and Ivan Vilkgyes. W. H. Freeman, £9.60. ISBN 0 7167 0527 5

This book is valuable not only as a study of Hungarian politics, but also contributes to the understanding of politics in communist societies in a stable environment. In the past 15 years, under the leadership of János Kádár, Hungary has avoided major political upsets and has enjoyed government of a kind that can be readily compared with any other twentieth-century Hungarian regime. An investigation of this system can, therefore, provide insights into how a moderate and successful communist government operates. The essence of this, as argued by Tom and Vilkgyes, is that the Hungarian Government in its post-mobilization phase has shifted from a mobilization phase to a stabilization phase. At the same time, various constraints inhibit it from pursuing policies that would bring about a fully-fledged political integration, as a result of which the Government remains weaker on self-confidence than would otherwise be the case.

Within this overall framework the book contains a great deal of useful information and is marked by some impressive analysis. It has been ranged far and wide in an amassing of sources—the use of literature is particularly striking—and they have both been strikingly and carefully struck from the country's system, one which obviously goes beyond published material. Some of the chapters cover ground that has been hitherto unexplored in English. Among these is a discussion of the legal system and the judiciary. From this it emerges that although political factors still have an importance, there has been a gradual move away from the total politicization of the law, as under Rákosi, so that serving the political ends of the regime is no longer the primary function of

the judiciary" (page 77). An illustration of the operation of the courts is provided by the two civil compensation cases that Vilkgyes attended in Budapest; he was not only able to interview the participants, but the issue concerned a compulsory purchase, in which the owners of the property complained that what the local authority offered was too low. The case was agreed and ordered that compensation be increased.

In his final chapters Vilkgyes (who is responsible for chapters six to nine, eleven and twelve; Tom for the others) provides an analysis of the political culture of contemporary Hungary. He concludes that there is a measure of acceptance of the system, but equally that the population is extensively dissatisfied and has turned inward, away from politics, towards the pursuit of private material ambitions. There is a great deal of cynicism which influences the perceptions of institutions and their functioning on the surface a uniform nationalism has left citizens with a grudging acceptance of the legitimacy of the leadership "as long as they protect Hungary and Hungarians from being swallowed up by forces from the East".

What I missed from this book especially in the context of political culture, was any far-reaching attempt to make comparisons between Hungarian society, Communist Hungary and pre-war Hungary. Comparisons are indeed made with the Rákosi era, but valuable as these are, but comparisons with more stable (even stagnant) inter-war period would have yielded some vital insight into the nature of contemporary Hungary. Noteworthy in this context is the survival of bureaucratic politics, authoritarian attitudes and their toleration and a surprisingly rigid class structure. Hungary in the 1970s bears a remarkable similarity to Hungary of the 1930s.

George Schabert

BOOKS

Privacy

The Correspondence of Adam Smith edited by Ernest C. Mossner and Ian Simpson Ross. Oxford University Press, £15.00. ISBN 0 19 828185 4

Few other prominent figures can have left behind as little solid information of a biographical kind as Adam Smith. Although he has certainly not lacked admirers, and hence biographers, the only comprehensive biography is still that by John Rae, a worthy journalistic exercise published in 1905. Since then a trickle of letters has come to light, many of which were assembled by W. R. Scott in 1937. A new biography by Ian S. Ross is planned as an associated part of the University of Glasgow's edition of Smith's Collected Works, for which this volume of correspondence is an essential preliminary.

It is quite clear from the superlative qualities of the editing here that Smith will be well served by Professor Ross. Building on a firm foundation laid by Ernest C. Mossner who has brought all the resources of modern North American scholarship, together with a profound knowledge of eighteenth-century Scotland, to bear on the problems not only of the known letters but also the subjects and persons mentioned has been taken to include Smith's memorandum on the American War of Independence, the published letters addressed to him by Thomas Pownall and Bentham, and a guide to documents in the Customs Board where Smith served as Commissioner.

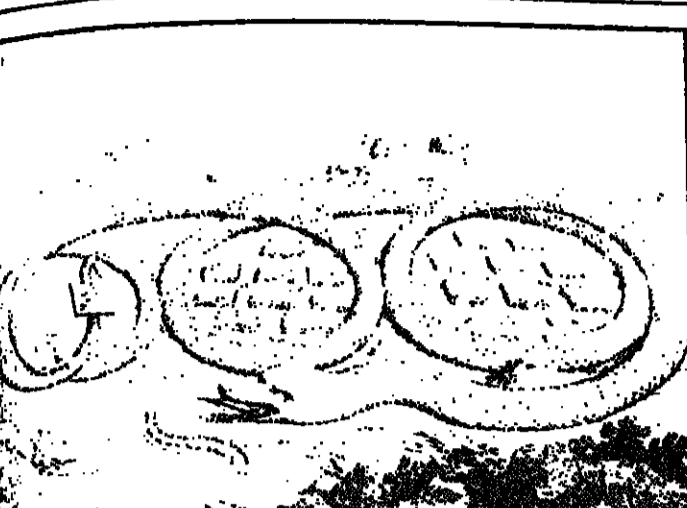
But the plain fact remains that Smith disliked writing, and he might have destroyed those he did write, along with other unpublished papers, if he could have done so. A code of privacy between friends, and a clear distinction between public and private modes of discourse, rather than secretiveness lies behind this. While it would, in a Johnsonian expression quoted by Smith, require a "sturdy morality" on the part of posterity to respect such a code, it needs to be borne in mind when attempting to use the letters for purposes of interpreting Smith's published work.

There is in fact remarkably little in the correspondence that sheds a direct light on the intellectual content of Smith's published writings, apart from some new information on amendments to the Theory of Moral Sentiments. Leaving aside Smith's dilemmas as a correspondent, it is perhaps what one might expect of a writer who was self-consciously dedicated to the construction of "systems" which could not easily be more candidly stated. What remains outside such systems could only be regarded as being of the more ephemeral category of "opinion" or less-disciplined speculation.

This in no way detracts from the value of this collection, which will become an essential source for students of Smith and of the eighteenth century generally, precisely because the letters were not written with an eye to publication and hence of contemporary matters. There is a great deal of information on Smith's contacts and the role of recommendations and patronage in the eighteenth century. Apart from the features of the Scottish political network, it suggests that Smith's letters in public friends was both realistic and eclectic; and that in the case of his need for support and information, and their need to call upon his expertise.

Nevertheless, the most abiding impression is one that in conducting the quality of friendship, and is perhaps best illustrated by the letters to and from David Hume. Smith shows himself to have been assiduous in performing services to his academic colleagues, pupils and patrons, and loyal, perceptive and good-humoured, and even playful with his close friends. While this book is indispensable for Smith scholars, it will also be delightful to browsers.

Donald Winch



The American Rattlesnake by Gillray, from The Cartoon History of the American Revolution by Michael Wynn Jones, published by Croom Helm at £9.95.

Rulers and the ruled

James Steintrager. Ernest Benn, £9.50 and £2.95. ISBN 0 4 320115 6 and 320116 4

H. D. Raphael. Ernest Benn, £6.50 and £2.95. ISBN 0 4 320118 9 and 320119 9

James Steintrager's study of Hobbes and David Raphael's study of Hobbes have little in common. Professor Raphael's Hobbes is a study of the philosopher who has an interest in philosophy, but not much general ground in the subject, and who are concerned with the logical coherence of Hobbes's work, considered as a genuine derivation of fairly out-of-date moral and political conclusions from almost equally out-of-date physical and metaphysical premises.

James Steintrager's work shows the influence of his work on the Bentham manuscripts housed at University College London; it offers something very like a history of Hobbes's ideas, from his youthful years in the metaphysics of Cambridge to his later defence of democratic government. It thus determines the commonplace view of Bentham derived from the work of E. H. Halevy with unfortunate assistance from J. S. Mill and

action, especially where the action was such as to affect large numbers of people. However firmly he stood by the view that democratic control over our rulers is the only surety for their probity, he insisted equally firmly that legislation and administration were jobs for experts, not for the man in the street. Again, Mill's charge that Bentham cared nothing for individual liberty is not well founded; Bentham's manuscripts show that he was as convinced as Mill that unorthodox sexual activities should be penalized, and that he was at least somewhat fearful that an uneducated public opinion would insist on interfering in areas where utility would be ill-served by so doing.

In so far as Raphael departs from orthodoxy it is, perhaps, by playing down the extent to which Hobbes, in *Leviathan* as opposed to other and earlier works, founded his system on human selfishness, and in sticking to the view that the laws of nature are genuinely and naturally obligatory, but as maxims of prudence. There are, obviously, difficulties with this, and Raphael does not shirk them, but he is more of the problems that bodies continue to maintain their notion looks like the underpinning of an analysis of all emotion and desire in terms of our perception of how things do or might affect our survival; but this, he says, is just one more of the problems that an inherently unpersuasive meta- and physics causes Hobbes.

There are some acute observations here, too. One of the best is his commentary on Hobbes's claim that we are as much obliged to a sovereign by acquisition, that is to say, by the calling of authority rests on having spared our lives in exchange for our promise of future obedience, as we are to a sovereign whom we have freely elected or whatever. The usual view is that Hobbes is simply outrageous in claiming that an extorted promise is still a binding promise; Raphael reminds us that when an army or a country surrenders unconditionally, it is held to be bound by the agreement it makes, though the conditions are precisely those Hobbes has in mind.

Alan Ryan

Artificial Intelligence and Natural Man

Margaret A. Boden

The book is accurate, authoritative, common-sensical, and enlightening. ROBERT F. ABELSON, Yale University. This published—complete survey of current and recent work in artificial intelligence, the science of making machines do things which would require intelligence if done by people. Communicates the nature of this work in a non-technical way, and confronts the questions of what are the philosophical, psychological and social implications of A.I. £10.95. Papeback £10.95. (Alec, July, 1974). Harvester Wheatsheaf in Cognitive Science Series.

HARVESTER PRESS • 2 Stamford Terrace • Hantsocks • SUSSEX

BOOKS

Partisan observer

Montesquieu and the Old Regime by Mark Hülling. University of California Press, £8.60. ISBN 0 520 03108 3

The Political Theory of Montesquieu by Melvin Richter. Cambridge University Press, £10.50 and £3.95. ISBN 0 521 21156 5 and 29061 9

There seems to be a revival of interest in Montesquieu as a political theorist, particularly across the Atlantic, and this will inevitably lead to new assessments of both the significance of his ideas and of his relevance to contemporary constitutional debates in various countries. In fact neither of these books seeks to claim any particular twentieth-century relevance for him, although both are written with the benefit of twentieth-century political hindsight and are no worse for that.

Both books also firmly base their view of Montesquieu on scholarly reconstructions of eighteenth-century standpoints, which is to say that he is clearly seen as a partisan observer of the development (or decadence) of French absolutism and not as a political philosopher *in vitro*. His works are viewed as a whole and his political theories shown as developing not merely in the smacato chapters of the *Spirit of the Laws* but also in the *Persian Letters* and the *Considerations on the Causes of the Romans' Greatness and Decline* (to use Professor Richter's translation of that title).

This last point is very welcome since there has been a tendency for French scholars in particular to overlook the links between these works, at least in terms of political theory.

Having pointed out the similarities in these two books it is even more necessary to point out the dissimilarities, which concern both the *fonds* and the *forme*. Professor Hülling's book is highly analytical and very well titled since his subject is precisely Montesquieu's own analysis of the constitutional and political development of the *ancien régime*. It is not, however, a completely dispassionate analysis but very much a thesis in the best sense of that word. The author is content to prove that Montesquieu was neither an "aristocratic liberal" nor a "feudal reactionary" (which terms probably sum up with fair accuracy most traditional views of him) but very much a more modern type of liberal anxious to make the point, for those with eyes to see, that there was a new political and constitutional model, that provided by contemporary England, a democratic republic, in all but name, which France ought to imitate if she was not to follow the downward path of eighteenth-century Spain. In certain ways this is not totally at variance with most orthodox views on Montesquieu since few deny the importance of England in the evolution of his constitutional thought, but there is quite a strong divergence from traditional ideas about the identification of Montesquieu with the ethos of his own class, the *noblesse de robe*.

Professor Hülling regards Montesquieu as an opponent of intermediary powers, whether these be the caste nobility or the legal and bureaucratic functionary class of the *robe*, just as much as an enemy of an absolutism declining into despotism. There is much in his book to support this view, but one is left with the feeling that the counter-thesis could be equally well argued, especially as he appears to be little concerned by the fact that the *Spirit of the Laws* is hardly a model of internal consistency, particularly as its composition covered a very wide

weighty arguments for more orthodox thinkers to react against. Professor Richter's book is quite different in intent and in form since its aim is to provide in one volume, to quote the dust-jacket, "a new English translation [of] the most significant part of Montesquieu's political, social and legal theory". Lengthy translated extracts from all three of Montesquieu's main works are included, together with a substantial introduction which restates, by and large, the traditional view of Montesquieu's theories as seen in their intellectual and historical context.

There is also a useful glossary of proper names, an index, and copious notes and other explanatory material which should, as the author claims, make this a useful book for those unable to tackle the original French version, but it may also prove more than a little useful to some who can read French, providing as it does both pertinent and stimulating comments and insights relating to each of Montesquieu's works.

As to the translation itself, it is always a difficult matter to comment on objectively. To my taste, however, apart from a few jarring translucent terms and usages, it was very acceptable and generally accurate. By keeping the rather breathless style of Montesquieu, by eschewing all temptation to quote it, it manages to give a good idea of the "feel" of the original. In their different ways both of these books will be valuable additions to the libraries of Montesquieu fans.

Frank Heal

LANCHESTER POLYTECHNIC

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ELECTIONS

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BOOKS

Patterns in space

Locational Analysis in Human Geography by Peter Haggett, Andrew Cliff and Alan Fry. Edward Arnold, £19.50, paperback in two volumes, £4.50 and £7.50. ISBN 0 7131 5899 9, 5955 3 and 5956 1

The first edition of Peter Haggett's *Locational Analysis in Human Geography* in 1965 marked a significant step forward in the establishment of geography as a scientific discipline. The book succinctly codified a considerable amount of research material which had appeared from a number of disciplines during the previous 10 to 15 years and which had adopted a theoretical and quantitative approach to the study of human distributions. Now after 12 years we have a completely revised edition, produced with the help of Andrew Cliff and Alan Fry.

This new edition retains the same structure of the original with a basic division into two parts—'Models of Locational Structure' and 'Methods of Locational Analysis'. A third part, entitled 'Regional Applications', deals with regionalization, spatial allocation problems and forecasting. Within parts one and two the original chapter headings are retained.

The advantage of retaining the same structure for updating a substantially revised edition is that it helps the reader to identify the significant developments in a field of enquiry progressing from its first codification into more sharply focused avenues of research. Thus the chapters on interaction summarize Alan Wilson's refinement of the gravity model using entropy maximizing procedures while the work of Cliff, Ord and others on spatial autocorrelation and space-time series is given extensive coverage in part two. Some might

consider the depth of treatment given to these latter topics is out of keeping with a broad overview of the field aimed at an undergraduate audience; indeed the authors have recognized a possible problem here by starting certain chapters at a level of mathematics beyond that possessed by the average undergraduate.

Although some material which has been shown to be of dubious statistical validity by this more recent work has been excluded much retained from the original edition because of its substantive interest or its historical significance in the development of the subject. The result is a much enlarged book— from 339 to 605 pages. This increase in size is also due to the inclusion of more illustrations; most of these are re-drawings from research publications which tease out more clearly the essential points from the author's original. Peter Haggett's well known skills on the blackboard are brilliantly reproduced in this volume.

In spite of the inclusion of worked examples, the revised edition still cannot be classified as a textbook of quantitative techniques. In part one the authors attempt to integrate the concepts of spatial organization with theories of spatial organization while in parts two and three they concentrate on general issues of spatial analysis and the application of selected techniques to regional problems. Nevertheless, in more general terms, the focus is still firmly on methods of analysing spatial patterns. In adopting this perspective the authors are able to highlight the seeming unity of the spatial sciences; they demonstrate how with suitable technical modifications, methods of analysis can be transferred from one area of enquiry to another simply because of similarities in the underlying structural properties of the phenomena under consideration.

For example, techniques developed by geologists for analysing geological strata are applied to the study of human distributions in cities; time series methods developed by economists are applied to the analysis of economic data.

There can be no denying the advantages of cross-fertilization which this process entails. *Locational Analysis* is presented into three parts dealing with the application of a host of techniques to a wide range of problems. Sufficient information is given to stimulate the reader's interest in how the techniques are applied in his own area of interest; in this respect it is well as being an advanced undergraduate text.

However, to some, this volume is indicative of a conceptual view of geography being primarily concerned with the analysis of spatial distributions. Throughout the book concepts are placed on a par rather than as underlying forces which influence the operation of these concepts. Since the publication of the first edition of *Locational Analysis* has been left in a dedicated and remarkably open-minded group of specialists. Behavioural and radical may reject the book as irrelevant, each on different grounds. However, one only has to work in both schools to demonstrate the rigour, clarity and sense of intellectual challenge pervades *Locational Analysis in Human Geography*.

J. B. COLLIER

Explorations in our heads

Maps in Minds: Reflections on Cognitive Mapping

by Roger M. Downs and David Stea. Harper & Row, £3.95. ISBN 0 00 041733 1

The Psychology of Place by David Canter. Architectural Press, £5.95 and £3.95. ISBN 0 85138 532 5 and 535 X

The places in our heads are still largely terra incognita which psychologists, geographers and others have only recently begun to explore. Each one of us possesses a mental map of the world and its structure. Images of places and the way these images (rather than the "real" places themselves) that guide our movements and channel our activities when we arrive. Both books are introductions to the subject for a multi-disciplinary readership.

Downs and Stea begin with the evocative theme of returning to one's childhood home after a long absence and finding one's memory at fault. Summaries of the absurdly paradoxical view most of us have of the world, the problems we have in finding our way about a new place, the feeling of apprehension experienced in some parts of American cities and the attractiveness of living or taking a holiday in different regions of the country all exemplify the importance of the mental images we are faced by "spatial problems"—how to get to work, which grocery shop to visit, and so on—which we are usually able to solve unconsciously. This is possible, say Downs and Stea, because we are constantly referring to and augmenting our "cognitive maps". Cognitive maps are selective orderings of information on the characteristics and locations of places. "Map" is used in its widest sense as a representation.

tion, which may include the cartographic form as well as others.

Canter prefers the term "cognitive systems" of places. While Downs and Stea are primarily interested in the cognitive mapping process and its development, Canter's book deals more specifically with the methods researchers use to elicit mental images. From the start, he makes it clear that cognitive systems are much too rich to be captured by any one technique of analysis. Of the exploratory methods available, requesting people to draw maps of their local areas is a favourite among researchers. Typically this produces individual maps and often grossly distorted representations. The danger, of course, is that distortions in sketch maps do not necessarily reflect warping in the cognitive system. On slightly stiffer grounds, however, are studies of distance estimates. This third method is to examine purely verbal representations of places, usually with the help of multivariate statistics.

While the organization and emphasis of the two books differ, both take their examples from all spatial scales, from the room to the continent, and in a variety of countries, although Downs and Stea's main orientation is American and Canter's is British. As befits the subject, both rely heavily upon illustrations; they have only one in common (a map of the New York subway system) although there are a plea that planners and architects should take account of mental images and the cognitive mapping process in order to create environments more fitting for the people who use them. In style and the types of examples chosen there are marked differences. Canter gives a review of the research literature with an emphasis on his own varied contributions.

Across boundaries

The problems which occur when resources are exploited by one or more states or when resources are exploited by activities cutting across sovereign jurisdictions are examined by Oran D. Young in *Resource Management at the International Level*, the case of the North Pacific. Published by Frances Pinter, it costs £8.00.

Physical geography

The second issue of *Progress in Physical Geography* includes articles on statistical methods in physical geography, the alluvial fan environment, drainage network analysis and desertification. Published by Edward Arnold, the annual subscription to the journal or microfiche is £12.50. Combined subscription is £18.50.

Maps and graphs

Almost all the maps and graphs in *New Zealand in Maps and Graphs* from original data and one of the aims of the book has been to include photographs not previously presented in map form. The maps and graphs are all from the University of Auckland. Edited by A. C. Anderson, it is published by Hodder & Stoughton at £5.50.

BOOKS

Earth resources

Environmental Remote Sensing, Part Two: Practices and Problems by E. Barrett and L. Curtis. Arnold, £16.00. ISBN 0 7131 5866 2

The five papers collected here cover technical aspects of data processing and one gives a very good review of the cartographic applications of remote sensing.

Part three consists of papers by both the editors, as well as three others dealing with problems of ground truth data collection, a review of the role of LANDSAT (formerly Earth Resources Technology Satellite, ERTS) for natural resources surveys in developing countries, and a paper on oceanographic applications. As with many textbooks on this subject, the volume suffers most from disjointed chapters that appear to result from too brief a treatment of a large and complicated field. The introduction makes up for this to a certain extent, drawing together as it does the practices and problems facing remote sensing. The editing of the book leaves something to be desired; British and metric units are freely intermingled, sometimes even within one sentence; a colour photograph with specific reference to the United Kingdom. The author writes in his opening statement "I already have in the United Kingdom a national effort sensing larger than any other country in Europe", with a welcome correlation to sound scientific reporting, and the abstracts vary greatly in length. As a general text for students of remote sensing, the book is nevertheless informative and well-written in parts, and provides a welcome contribution to the growing number of recent textbooks on this rapidly developing subject. It forms a useful companion issue to volume one, which treated remote sensing applications and achievements.

J. L. van Genderen

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Down to the dregs

Sediments by David Briggs. Butterworth, £1.95. ISBN 0 408 70815 8

Sediments is the first in a series of volumes on methods in geophysics for students and teachers in geophysics as well as university and polytechnic students interested in the earth sciences.

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It is an attractively presented volume with clear, well-drawn figures; however, it does not live up to the promise of its attractive cover and layout. It will undoubtedly confuse and mislead many readers, and appears to have been carelessly compiled, referenced and printed (there are six blank pages in my copy).

The early chapter on lithological analysis, for example, contains many misleading statements. Figure 2.1 is confusing in suggesting that mechanical weathering produces only limestone particles from a mixed sandstone-limestone source, whereas it produces both components; quartz is only mainly derived from vein quartz when it is of pebble size—most quartz of sand size comes from igneous and metamorphic rocks; quartzite is not only formed by metamorphic changes of silica rich sandstones but is also used to describe a sedimentary rock; flint is merely a variety of silica and is not normally considered an acid rock; the common term for the weathering product of granite is grus rather than grown or gros.

The recommended methods in the chapter on particle grade size are wrong tables are referred to in the text. The same sequence is not adhered to in succeeding sections and incorrect values of chi-squared are given in the tables but quoted correctly in the text. Furthermore, the rounding off of expected values is most unusual and biases the result. The explanation of the Spearman's rank correlation is rather woolly and there is a misquoting of the worked calculation in the text. I hope that the publishers will print a list of corrections and provide copies of the missing pages, and that the editors will be more careful in the succeeding volumes of what would be a useful series.

Graham Evans

R. J. Hawarth

Reviewers

E. C. Barrett is senior lecturer in geography at the University of Bristol; Ian Bellamy is senior lecturer in the department of politics at the University of York; and Andrew of Australia in the Nuclear Age; Archie Brown is a fellow of St Antony's College, Oxford and a lecturer in Soviet institutions at Oxford; Jacquelin Burgess is a lecturer in environmental perception at University College, London;

J. B. Goddard holds the chair of regional development studies at the University of Newcastle and is the author of *Office Location in Urban and Regional Development*; Professor Frank Bealey is in the department of linguistics and regional studies at the University of Surrey; Donald Winch is professor of the history of economics at the University of Sussex.

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Assistant, Associate or Full Professor, starting Summer or Autumn 1978. Courses of "theme" (translation from French to English) in professionally oriented B.A. Honours, practical supervision in a research-oriented M.A. programme for Anglophones and Francophones. Competitive salary in accordance with the University's collective agreement. Translation or a closely related subject, plus publications in and teaching experience. Ability to teach Terminology or Interpretation in advantage. Closing date February 15, 1978. Apply to Prof. D. Harris, School of Translators and Interpreters, University of Ottawa, Ottawa, Ontario, Canada K1N 6N5.

UNIVERSITY OF ADELAIDE

invites applications for the following posts, for which salaries are as shown. SALARIES (unless otherwise stated) are as follows: £24,450-£24,450 p.a. (Senior Lecturer), £19,970-£22,955 p.a. (Lecturer), £14,985-£18,965 p.a. (Senior Lecturer), £10,995-£14,975 p.a. (Lecturer). Further details, conditions of appointment for each post, method of application and application form when available, may be obtained from The Association of Commonwealth Universities (A.C.U.), 28 Gordon Square, London WC1H 0DP.

RESEARCH ASSOCIATE THE DEPARTMENT OF CHEMISTRY (Ref 7.3)
To work on a project in the Department of Chemistry, Comparative Study of the Metal Complexes of Simple Labile Site with Enzyme Carbonic Dehydratase. The successful candidate will be responsible for the further appointment of a research associate to carry out the project. Enquiries about the project should be addressed to Dr. S. F. Brinkley, Dr. A. H. Cook, or Dr. J. H. Gold.

RESEARCH ASSOCIATE THE DEPARTMENT OF CHEMISTRY (Ref 7.2)
To work on the reaction of negative ions in the gas phase. Subject to college approval, the successful candidate may be removed to a second year. Details about the project should be addressed to Dr. S. F. Brinkley, Dr. A. H. Cook, or Dr. J. H. Gold.

RESEARCH ASSOCIATE THE DEPARTMENT OF CHEMISTRY (Ref 7.1)
To work on the synthesis of molecular models of organic molecules. Experience in the use of computer graphics would be an advantage. The successful candidate will be responsible for the further appointment of a research associate to carry out the project. Enquiries about the project should be addressed to Dr. S. F. Brinkley, Dr. A. H. Cook, or Dr. J. H. Gold.

**UNIVERSITY OF TASMANIA
DIRECTORSHIP SCHOOL OF SURVEYING**
The University invites applications for the post to be established in 1978 when the current Directorship expires. The School of Surveying, which has its own Board of Studies reporting to the Faculty of Engineering, will initially offer a four-year Bachelor's degree course.
The Directorship will carry the salary of a reader, currently £22,975 p.a.; the appointee will be either to a readership, or alternatively to a senior lecturership together with a higher duties allowance of £1,000 p.a. The successful candidate would bring the salary to that of a reader.

**NEWHAM COLLEGE
CAMBRIDGE**
Appointment of College Secretary
Newham College invites applications for the post of College Secretary. The post is a full-time position, reporting to the Secretary of the College. The successful candidate will be responsible for the day-to-day running of the college, including the management of the college's finances, the organization of the college's activities, and the maintenance of the college's buildings and grounds.
The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the College, Newham College, 100 Brookline Road, Cambridge CB2 3RQ. Closing date: December 15, 1977.

**WALES
THE UNIVERSITY OF SWANSEA
DEPARTMENT OF POLITICAL SCIENCE**
Applications are invited for the post of Lecturer in the Department of Political Science. The successful candidate will be responsible for the teaching and supervision of students in the Department of Political Science. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Political Science, The University of Swansea, Singleton Park, Swansea SA2 8PP. Closing date: December 15, 1977.

**LONDON
THE UNIVERSITY OF LONDON
CHAIR OF ANTHROPOLOGY AT THE UNIVERSITY OF LONDON**
The University of London invites applications for the post of Lecturer in the Department of Anthropology. The successful candidate will be responsible for the teaching and supervision of students in the Department of Anthropology. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Anthropology, The University of London, Gower Street, London WC1E 6BT. Closing date: December 15, 1977.

Universities continued



Applications are invited for the following posts, for which salaries are as shown. SALARIES (unless otherwise stated) are as follows: £24,450-£24,450 p.a. (Senior Lecturer), £19,970-£22,955 p.a. (Lecturer), £14,985-£18,965 p.a. (Senior Lecturer), £10,995-£14,975 p.a. (Lecturer). Further details, conditions of appointment for each post, method of application and application form when available, may be obtained from The Association of Commonwealth Universities (A.C.U.), 28 Gordon Square, London WC1H 0DP.

**University of Melbourne
LECTURER/LIMITED TENURE LECTURER DEPARTMENT OF ECONOMIC HISTORY**
Candidates should hold a postgraduate qualification. The Department has a high reputation for its teaching and research. Applicants should have a high degree of research ability and a commitment to research. Appointment to this position will be on a fixed term of three years.
31st January, 1978.

**University of Adelaide
LECTURER IN GEOGRAPHY (Ref. 7.3)**
From September, 1978, or as soon as possible thereafter. The Department of Geography has a high reputation for its teaching and research. Applicants should have a high degree of research ability and a commitment to research. Appointment to this position will be on a fixed term of three years.
31st January, 1978.

**University of New South Wales, Sydney
School of Geography
LECTURER IN PEDOLOGY**
Applications invited from persons with experience of soil studies and an interest in soil science. The successful candidate will be responsible for the teaching and supervision of students in the Department of Geography. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Geography, The University of New South Wales, Kensington, New South Wales, Australia. Closing date: December 15, 1977.

**University of Tasmania
DIRECTORSHIP SCHOOL OF SURVEYING**
The University invites applications for the post to be established in 1978 when the current Directorship expires. The School of Surveying, which has its own Board of Studies reporting to the Faculty of Engineering, will initially offer a four-year Bachelor's degree course.
The Directorship will carry the salary of a reader, currently £22,975 p.a.; the appointee will be either to a readership, or alternatively to a senior lecturership together with a higher duties allowance of £1,000 p.a. The successful candidate would bring the salary to that of a reader.

**University of Queensland
DEPARTMENT OF POLITICAL SCIENCE**
Applications are invited for the post of Lecturer in the Department of Political Science. The successful candidate will be responsible for the teaching and supervision of students in the Department of Political Science. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Political Science, The University of Queensland, St. Lucia, Queensland, Australia. Closing date: December 15, 1977.

**University of Queensland
DEPARTMENT OF POLITICAL SCIENCE**
Applications are invited for the post of Lecturer in the Department of Political Science. The successful candidate will be responsible for the teaching and supervision of students in the Department of Political Science. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Political Science, The University of Queensland, St. Lucia, Queensland, Australia. Closing date: December 15, 1977.

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**MONASH UNIVERSITY, MELBOURNE
LECTURERS/SENIOR LECTURERS DEPARTMENT OF ACCOUNTING AND FINANCE**
Applications are invited from qualified persons with postgraduate qualifications in Accounting and Finance. The successful candidate will be responsible for the teaching and supervision of students in the Department of Accounting and Finance. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Accounting and Finance, Monash University, Victoria Parade, Melbourne, Victoria, Australia. Closing date: December 15, 1977.

**University of Melbourne
LECTURER/LIMITED TENURE LECTURER DEPARTMENT OF ECONOMIC HISTORY**
Candidates should hold a postgraduate qualification. The Department has a high reputation for its teaching and research. Applicants should have a high degree of research ability and a commitment to research. Appointment to this position will be on a fixed term of three years.
31st January, 1978.

**University of Adelaide
LECTURER IN HEALTH ECONOMICS (HEALTH ADMINISTRATION) DEPARTMENT OF ADMINISTRATIVE STUDIES**
Candidates should hold a postgraduate qualification in Health Economics. The successful candidate will be responsible for the teaching and supervision of students in the Department of Administrative Studies. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Administrative Studies, The University of Adelaide, Adelaide, South Australia. Closing date: December 15, 1977.

**University of Adelaide
LECTURER IN GEOGRAPHY (Ref. 7.3)**
From September, 1978, or as soon as possible thereafter. The Department of Geography has a high reputation for its teaching and research. Applicants should have a high degree of research ability and a commitment to research. Appointment to this position will be on a fixed term of three years.
31st January, 1978.

**University of New South Wales, Sydney
School of Geography
LECTURER IN VISUAL ARTS**
Applications are invited from persons with experience of visual arts and an interest in the history of art. The successful candidate will be responsible for the teaching and supervision of students in the Department of Geography. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Geography, The University of New South Wales, Kensington, New South Wales, Australia. Closing date: December 15, 1977.

**University of Tasmania
DIRECTORSHIP SCHOOL OF SURVEYING**
The University invites applications for the post to be established in 1978 when the current Directorship expires. The School of Surveying, which has its own Board of Studies reporting to the Faculty of Engineering, will initially offer a four-year Bachelor's degree course.
The Directorship will carry the salary of a reader, currently £22,975 p.a.; the appointee will be either to a readership, or alternatively to a senior lecturership together with a higher duties allowance of £1,000 p.a. The successful candidate would bring the salary to that of a reader.

**University of Queensland
DEPARTMENT OF POLITICAL SCIENCE**
Applications are invited for the post of Lecturer in the Department of Political Science. The successful candidate will be responsible for the teaching and supervision of students in the Department of Political Science. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Political Science, The University of Queensland, St. Lucia, Queensland, Australia. Closing date: December 15, 1977.

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QUEENSLAND CONSERVATORIO OF MUSIC

BRISBANE, QUEENSLAND, AUSTRALIA

LECTURER IN CHORAL MUSIC

Applications are invited for the above position on the academic staff of the Conservatorium. The Conservatorium is an autonomous college of advanced education offering diploma and degree courses in the fields of music performance, teaching, composition and music education. The Conservatorium has a symphony orchestra, a chamber orchestra and has embarked on an opera training programme. Choral and orchestral performances are presented as part of the Conservatorium's concert activities. The Conservatorium has recently occupied a new air-conditioned building adjacent to the Botanical Gardens, which includes an auditorium fully equipped for concerts, operas and drama.
QUALIFICATIONS: A degree in music with honours in or a strong emphasis in choral music and choral techniques; or two postgraduate degrees with similar emphasis; or outstanding academic skills demonstrated by successful completion of the field. The appointee would be required to have considerable background in choral music, choral training and conducting a choir. The appointee should have a high degree of research ability and a commitment to research. The appointee will be responsible for the teaching and supervision of students in the Department of Choral Music. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Conservatorium of Music, P.O. Box 26, North Quay, 4000, Brisbane, Australia. Closing date: December 15, 1977.

THE UNIVERSITY OF ZAMBIA
Applications are invited for the following two posts: **RESEARCH PROFESSOR/SENIOR RESEARCH FELLOW/RESEARCH FELLOW IN THE INSTITUTE OF HUMAN RELATIONS.** Candidates must hold post-graduate qualifications and should be interested in any of the following areas of research: (1) the role of the individual in the development of the Zambian Philosophy of Human Relations, (2) the role of the individual in the development of the Zambian Philosophy of Human Relations, (3) the role of the individual in the development of the Zambian Philosophy of Human Relations. The successful candidate will be responsible for the teaching and supervision of students in the Department of Human Relations. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Human Relations, The University of Zambia, P.O. Box 2379, Lusaka, Zambia. Closing date: December 15, 1977.

**University of Malawi
CHANCELLOR COLLEGE
LECTURER IN PUBLIC ADMINISTRATION**
Applications are invited for the following post tenable as soon as possible:
LECTURER IN PUBLIC ADMINISTRATION
Applicants should have a good honours degree in Political Science or Public Administration. A higher degree, teaching and research experience in Africa or a developing country will be an advantage. The appointee will be responsible for the teaching and supervision of students in the Department of Public Administration. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Public Administration, Chancellor College, Lilongwe, Malawi. Closing date: December 15, 1977.

**University of Malawi
CHANCELLOR COLLEGE
LECTURER IN CLINICAL PHARMACOLOGY**
Applications are invited from persons with a postgraduate qualification in Clinical Pharmacology. The successful candidate will be responsible for the teaching and supervision of students in the Department of Clinical Pharmacology. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Clinical Pharmacology, Chancellor College, Lilongwe, Malawi. Closing date: December 15, 1977.

**University of Malawi
CHANCELLOR COLLEGE
LECTURER IN CLINICAL PHARMACOLOGY**
Applications are invited from persons with a postgraduate qualification in Clinical Pharmacology. The successful candidate will be responsible for the teaching and supervision of students in the Department of Clinical Pharmacology. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Clinical Pharmacology, Chancellor College, Lilongwe, Malawi. Closing date: December 15, 1977.

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**University of Malawi
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UNIVERSITY OF KLAGENFURT

At the University of Klagenfurt (founded 1970) the position of a Full Professor of Slavic Philology (Ingluistics) has become available.
Requirements: "Habilitation" or similar qualification in the field of Slavic Philology. Candidates should be conversant with the entire field of Slavic Philology (Ingluistics) and be capable of covering it adequately in teaching and research. Special emphasis is placed on Russian and South Slavic languages (Slovenian and Serbo-Croatian). In consequence with the general policy of the University, candidates should have an interest in teaching and research in didactic and methodological problems. They must be able to lecture in German.
Applications are to be forwarded before January 14, 1978, to:
Direktion der Universität für Bildungswissenschaften Klagenfurt, Universitätsstrasse 65-67, 9010 Klagenfurt, Austria.

ST. HUGH'S COLLEGE, OXFORD
Application is invited for the following postgraduate award:
ELIZABETH WORDSWORTH JUNIOR RESEARCH FELLOWSHIP
St. Hugh's College proposes to elect to an Elizabeth Wordsworth Junior Research Fellowship, tenable for three years from Michaelmas Term 1978. The annual value will be £1,650 with residence.
Further particulars from the Principal, St. Hugh's College, Oxford, to whom applications should be sent by Monday, 9th January, 1978.

UNIVERSITY OF YORK
CHAIR OF ARCHAEOLOGY
The University is establishing a Department of Archaeology which will admit its first students in October 1978. Applications are invited from persons with a postgraduate degree in Archaeology and a high degree of research ability. The successful candidate will be responsible for the teaching and supervision of students in the Department of Archaeology. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Archaeology, The University of York, Heslington, York YO1 5DD, from whom further particulars may be obtained. Please quote reference number 6/2011.

UNIVERSITY OF YORK
CHAIR OF ELECTRONICS
The University is establishing a Department of Electronics which will admit its first students in October 1978. Applications are invited from persons with a postgraduate degree in Electronics and a high degree of research ability. The successful candidate will be responsible for the teaching and supervision of students in the Department of Electronics. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Electronics, The University of York, Heslington, York YO1 5DD, from whom further particulars may be obtained. Please quote reference number 6/2011.

UNIVERSITY OF YORK
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The University is establishing a Department of Electronics which will admit its first students in October 1978. Applications are invited from persons with a postgraduate degree in Electronics and a high degree of research ability. The successful candidate will be responsible for the teaching and supervision of students in the Department of Electronics. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Department of Electronics, The University of York, Heslington, York YO1 5DD, from whom further particulars may be obtained. Please quote reference number 6/2011.

LOUGHBROUGH UNIVERSITY OF TECHNOLOGY
SENIOR ASSISTANT ACCOUNTANT
Applications are invited from qualified accountants who are available for 1978 to candidates who have obtained a post-graduate degree in another university and have shown aptitude for research in other original work.
These research awards are available for 1978 to candidates who have obtained a post-graduate degree in another university and have shown aptitude for research in other original work.
Application forms may be obtained from the Secretary to the Academic Council, The Queen's University, Belfast BT7 1NN. They should be returned to him by 1 February.

UNIVERSITY OF CAMBRIDGE
Faculty of History
The Appointments Committee of the Faculty of History intend to appoint from October 1, 1978 to:
University Assistant Lecturer
One of the following holds:
Medieval European History, 400-1000; Medieval European History, 1000-1500; Medieval European History, 1500-1800.
Applicants should be well-qualified in the subject and have a high degree of research ability. The successful candidate will be responsible for the teaching and supervision of students in the Department of History. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Faculty of History, West Road, Cambridge CB3 9DF, by 9 January 9, 1978.

LOUGHBROUGH UNIVERSITY OF TECHNOLOGY
ENGINEERING MATHEMATICS
Applications are invited from suitably qualified persons for the post of LECTURER in the Department of Engineering Mathematics. Applicants should be experienced mathematicians or mathematically inclined engineers or scientists with a degree in engineering mathematics.
Salary within scale £3,331 to £6,663 (interim review). It is hoped to appoint within the lower half of the scale. Postward requests for application forms to Paul Johnson, Lecturer in Charge, Department of Engineering Mathematics, Loughborough University, Loughborough, Leicestershire.

UNIVERSITY OF CAMBRIDGE
Faculty of History
The Appointments Committee of the Faculty of History intend to appoint from October 1, 1978 to:
University Assistant Lecturer
One of the following holds:
Medieval European History, 400-1000; Medieval European History, 1000-1500; Medieval European History, 1500-1800.
Applicants should be well-qualified in the subject and have a high degree of research ability. The successful candidate will be responsible for the teaching and supervision of students in the Department of History. The salary for this post is £12,000 p.a. plus expenses. Applications should be sent to the Secretary of the Faculty of History, West Road, Cambridge CB3 9DF, by 9 January 9, 1978.

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Medieval European History, 400-1000; Medieval European History, 1000-1500; Medieval European History, 1500-1800.
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Universities continued

CALL FOR PAPERS
Fourth International Conference
Improving University Teaching

26-29 July, 1978
Aschen, F. R. Germany
An opportunity for an international dialogue on issues of importance to improving the teaching-learning process in higher education...

University of Wales
APPLIED BIOLOGY
DEMONSTRATOR

Preference will be given to applicants with PhD degrees or equivalent postgraduate experience and research interests in the fields of medical or Nutritional Biochemistry, Medical Microbiology or Toxicology.

BUSINESS ADMINISTRATION
AND ACCOUNTANCY

RESEARCH FELLOW
TUTORIAL ASSISTANT
(to work for PhD)
Three-year appointments, commencing as soon as possible, will involve research and tutorial teaching in the areas of Organizational Behaviour or Business Policy and Accounting and Finance respectively.

UNIVERSITY OF SIERRA LEONE
NIALA
UNIVERSITY COLLEGE

Applications are invited for the post of LECTURER in the Department of Library and Information Studies. The duties will be primarily concerned with training arrangements for students and liaison with libraries.

UNIVERSITY OF SIERRA LEONE
NIALA
UNIVERSITY COLLEGE

Applications are invited for the post of LECTURER in the Department of Biological Sciences. The duties will be primarily concerned with training arrangements for students and liaison with libraries.

UNIVERSITY OF YORK
CHAIR OF ECONOMIC AND SOCIAL HISTORY

Applications are invited for the Chair of Economic and Social History within the Department of Economics and Related Studies (to be held from 1 October 1978). Salary within the Professional range.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

Practice of Banking
Applications are invited for a full-time post in the Law and Practice of Banking in the University. This newly created post will involve the development and growth of the undergraduate course in Banking and Finance which has a emphasis on applied studies.

BATH
SCHOOL OF PHYSICS

Applications are invited for the post of Lecturer in Physics. The duties will be primarily concerned with teaching and research in the field of Physics.

BRADFORD UNIVERSITY
TECHNICAL LECTURER IN CHEMISTRY

Applications are invited for the post of Technical Lecturer in Chemistry. The duties will be primarily concerned with teaching and research in the field of Chemistry.

LANCASTER UNIVERSITY
DEPARTMENT OF PHYSIOLOGY

Applications are invited for the post of Lecturer in Physiology. The duties will be primarily concerned with teaching and research in the field of Physiology.

LANCASTER UNIVERSITY
DEPARTMENT OF CHEMISTRY

Applications are invited for the post of Lecturer in Chemistry. The duties will be primarily concerned with teaching and research in the field of Chemistry.

DURHAM UNIVERSITY
DEPARTMENT OF ENGLISH

Applications are invited for the post of Lecturer in English. The duties will be primarily concerned with teaching and research in the field of English.

EXETER UNIVERSITY
S.E. HERRARD

Applications are invited for the post of Lecturer in Economics. The duties will be primarily concerned with teaching and research in the field of Economics.

HONGKONG UNIVERSITY
UNIVERSITY HEALTH SERVICE
DEPUTY DIRECTOR PHYSICIAN

Applications are invited for the post of Deputy Director Physician. The duties will be primarily concerned with the management of the University Health Service.

LANCASTER UNIVERSITY
DEPARTMENT OF CHEMISTRY

Applications are invited for the post of Lecturer in Chemistry. The duties will be primarily concerned with teaching and research in the field of Chemistry.

HULL UNIVERSITY
DEPARTMENT OF GEOLOGY

Applications are invited for the post of Lecturer in Geology. The duties will be primarily concerned with teaching and research in the field of Geology.

LANCASTER UNIVERSITY
DEPARTMENT OF CHEMISTRY

Applications are invited for the post of Lecturer in Chemistry. The duties will be primarily concerned with teaching and research in the field of Chemistry.

HULL UNIVERSITY
CHAIR OF CLASSICS

Applications are invited for the Chair of Classics. The duties will be primarily concerned with teaching and research in the field of Classics.

KEBLE UNIVERSITY
HUMANITIES FELLOW IN POLITICAL AND SOCIAL WORK

Applications are invited for the post of Humanities Fellow in Political and Social Work. The duties will be primarily concerned with teaching and research in the field of Political and Social Work.

LEEDS UNIVERSITY
DEPARTMENT OF MICROBIOLOGY

Applications are invited for the post of Lecturer in Microbiology. The duties will be primarily concerned with teaching and research in the field of Microbiology.

MANCHESTER UNIVERSITY
SCHOOL OF PHYSICS

Applications are invited for the post of Lecturer in Physics. The duties will be primarily concerned with teaching and research in the field of Physics.

HULL UNIVERSITY
DEPARTMENT OF GEOLOGY

Applications are invited for the post of Lecturer in Geology. The duties will be primarily concerned with teaching and research in the field of Geology.

MANCHESTER UNIVERSITY
REGISTER'S DEPARTMENT

Applications are invited for the post of Lecturer in the Register's Department. The duties will be primarily concerned with teaching and research in the field of the Register's Department.

LONDON UNIVERSITY
DEPARTMENT OF BIOCHEMISTRY

Applications are invited for the post of Lecturer in Biochemistry. The duties will be primarily concerned with teaching and research in the field of Biochemistry.

LONDON UNIVERSITY
IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

Applications are invited for the post of Lecturer in Science and Technology. The duties will be primarily concerned with teaching and research in the field of Science and Technology.

MANCHESTER UNIVERSITY
SCHOOL OF PHYSICS

Applications are invited for the post of Lecturer in Physics. The duties will be primarily concerned with teaching and research in the field of Physics.

NEWCASTLE UPON TYNE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Applied Social Studies. The duties will be primarily concerned with teaching and research in the field of Applied Social Studies.

SURREY UNIVERSITY
DOMESTIC BUSINESS

Applications are invited for the post of Lecturer in Domestic Business. The duties will be primarily concerned with teaching and research in the field of Domestic Business.

THE OPEN UNIVERSITY
FACULTY OF STUDIES

Applications are invited for the post of Lecturer in the Faculty of Studies. The duties will be primarily concerned with teaching and research in the field of the Faculty of Studies.

NEW ZEALAND UNIVERSITY OF WELINGTON

Applications are invited for the post of Lecturer in the Department of Law. The duties will be primarily concerned with teaching and research in the field of Law.

NEW ZEALAND UNIVERSITY OF OTAGO

Applications are invited for the post of Lecturer in the Department of Russian. The duties will be primarily concerned with teaching and research in the field of Russian.

SOUTH AFRICA UNIVERSITY OF THE WITWATERSRAND

Applications are invited for the post of Lecturer in the Department of Zoology. The duties will be primarily concerned with teaching and research in the field of Zoology.

NEWCASTLE UPON TYNE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Applied Social Studies. The duties will be primarily concerned with teaching and research in the field of Applied Social Studies.

SURREY UNIVERSITY
DOMESTIC BUSINESS

Applications are invited for the post of Lecturer in Domestic Business. The duties will be primarily concerned with teaching and research in the field of Domestic Business.

THE OPEN UNIVERSITY
FACULTY OF STUDIES

Applications are invited for the post of Lecturer in the Faculty of Studies. The duties will be primarily concerned with teaching and research in the field of the Faculty of Studies.

ST. JOHN'S COLLEGE OXFORD
Junior Research Fellowship in Modern Languages

The College proposes if there should be a suitable candidate to appoint to one Junior Research Fellowship in Modern Languages from October 1, 1978. The College, having applied to various authorities, has been successful in securing a grant which will enable it to offer a Fellowship for three years, after which it may exceptionally be renewed for not more than one year.

NEWCASTLE UPON TYNE POLYTECHNIC

Department of Physics and Physical Electronics
RESEARCH ASSISTANT
A vacancy exists for a Research Assistant in the Acoustics Group. Acoustics is a major research area in this Department and the Science Research Council has recently awarded a grant to support an investigation of the techniques for monitoring noise arising from industrial premises.

LUCY CAVENDISH COLLEGE, CAMBRIDGE

RESEARCH FELLOWSHIPS
Applications are invited for the post of Research Fellow in the Department of Zoology. The duties will be primarily concerned with teaching and research in the field of Zoology.

BRADFORD UNIVERSITY
POSTGRADUATE SCHOOL OF APPLIED SOCIAL STUDIES

RESEARCH STUDENTSHIP
Candidates with a good Honours Degree in the field of Applied Social Studies are invited to apply for a Research Studentship. The duties will be primarily concerned with research in the field of Applied Social Studies.

OXFORD ST. CATHERINE'S COLLEGE

FELLOWSHIP IN APPLIED PHYSICS
The College proposes to appoint a Fellow in Applied Physics. The duties will be primarily concerned with teaching and research in the field of Applied Physics.

ASSISTANT HALL MANAGERS

Two posts assisting hall managers with the efficient running of the Polytechnic's halls of residence at Wood Green, North London. The posts are full-time and require a minimum of two years' experience in the field of hall management.

THE POLYTECHNIC HUDDERSFIELD

Department of Catering Studies
LECTURER II OR SENIOR LECTURER IN CATERING STUDIES
Ref. ACA/179
A graduate career is required to teach practical and theoretical Catering Studies. The successful candidate will be responsible for the delivery of Catering Studies and Applied Nutrition courses. The BA HND and Catering Administration and the HND in Hotel and Catering Administration.

NEWCASTLE UPON TYNE POLYTECHNIC

Department of Further Education Staff Development
PRINCIPAL LECTURER OR SENIOR LECTURER IN METHODS OF TEACHING MANAGEMENT SUBJECTS AND EDUCATIONAL MANAGEMENT
Ref. ACA/178
Applications are invited from graduates, preferably with a higher degree, who are qualified teachers with experience in further education. The teaching programme of the person appointed will include: (1) Methods of teaching courses in Management Subjects to pre-service and in-service students' courses. (2) The Management of Education module in the Diploma in FE and an optional short course. (3) The Management of teaching on Master's courses and of supervising research will be important additional qualifications. A principal lecturership is available for a suitable applicant. Staff are selected to undertake activities including research, in addition to teaching duties.

BRADFORD UNIVERSITY

RESEARCH ASSISTANT
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Polytechnics continued

NEWCASTLE UPON TYNE POLYTECHNIC

Department of Fine Art

LECTURER IN DRAMA

Applications are invited for the post of Lecturer in Drama...

LECTURER II / SENIOR LECTURER IN BUILDING TECHNOLOGY

£3,279 to £5,955 (bar) to £8,417 plus supplements of £465 to £492 per annum...

TRENT POLYTECHNIC NOTTINGHAM

Sheffield City Polytechnic Library SUBJECT LIBRARIAN

Business and Management

Salary Scale: Lecturer II £3,744-£5,855

The successful candidate will form part of a team of subject librarians...

Department of Management Studies LECTURER II in Productions/Operations Management

Salary Scale: £3,744-£5,855

The successful candidate will be required to teach Production/Operations Management...

TESSIDE THE POLYTECHNIC DEPARTMENT OF INFORMATION AND COMMUNICATIONS

Applications are invited for the following post:

LECTURER II SENIOR LECTURER

To join the Electronic Engineering and Computer Technology Department...

Application forms and further particulars are available from the Staffing Officer...

BRISTOL THE POLYTECHNIC DEPARTMENT OF TECHNOLOGY

LECTURER GRADE II SENIOR LECTURER GRADE II

Applications should have a good honours degree...

Applicants should have a good honours degree...

Applicants should have a good honours degree...

LONDON POLYTECHNIC IN THE SOUTH BANK

LECTURERS GRADE II BANKING TECHNOLOGY

To teach theory and practical aspects of banking...

Applicants should have a good honours degree...

Applicants should have a good honours degree...

LONDON CITY OF THE POLYTECHNIC LIBRARY AND LEARNING RESOURCES SERVICE

HEAD OF LIBRARIAN SERVICES

Applications are invited for the post of Head of Librarian Services...

Applicants should have a good honours degree...

Applicants should have a good honours degree...

Applicants should have a good honours degree...

oxford polytechnic

Department of Law, Politics & Economics

Lecturer-Senior Lecturer in Law

(Salary £3,744 (bar)-£6,905) The successful applicant will be expected to undertake some teaching in the proposed law field on the modular degree.

Department of Management & Business Studies

Lecturer-Senior Lecturer in Law

(Salary £3,744 (bar)-£6,909) A special interest in commercial or industrial law would be useful.

Applications, including a curriculum vitae, stating the particular field of interest, and the names and addresses of three referees should be sent by 30 December 1977...

Colleges of Further Education

THE QUEEN'S COLLEGE, GLASGOW

1 Park Drive, Glasgow G3 6LP

HEAD OF DEPARTMENT OF PHYSIOTHERAPY

Salary: £8,692 per annum (including supplements awarded under Parts 1 and 2 of the Pay Policy).

Further details and forms of application may be obtained from the Principal, to whom completed forms should be returned by Tuesday, January 10, 1978.

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LOOKING FOR A JOB IN LIVERPOOL?

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority...

NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

Write to Negotiating Secretary, NATFHE, Hamilton House, Mableton Place, London WC1H 9BH.

Librarians

College of Librarianship Wales SENIOR LECTURERS/LECTURERS

Applications are invited from graduate qualified librarians or Fellows of the Library Association for two posts of Senior Lecturer or Lecturer as follows:

- 1. To teach in the fields of REFERENCE and INFORMATION SERVICES and SUBJECT BIBLIOGRAPHY...

There will be opportunities to teach at all levels on the following programme:

University of Wales Joint Honours Degree of Bachelor of Librarianship.

Successful applicants will also supervise research students working for the University of Wales Degree of Master of Librarianship...

Colleges and Institutes of Technology continued

COISTE GHAIRM OIDEACHAIS BHAILE THRAM TOWN OF TRALEE VOCATIONAL EDUCATION COMMITTEE

TRALEE REGIONAL TECHNICAL COLLEGE PRINCIPAL

Applications are invited from suitably qualified persons for the permanent whole-time position of Principal of Tralee Regional Technical College.

QUALIFICATIONS: (1) The Degree of a recognized University or an equivalent qualification...

(2) Not less than five years' experience in research, industry, business, education or other relevant area...

(3) A knowledge of high of the standard of an Arts Teastas Gaeilge of the Department of Education.

SALARY SCALE: The position carries a seven-point salary scale of £7,059 to £8,178.

Children's allowances will be paid where appropriate. Application forms and further information may be obtained from the Committee's Office, Moydew, Tralee.

Completed application forms should be returned to the undersigned not later than the 19th December, 1977. J. Falvey, Chief Executive Officer.

DUNDEE COLLEGE OF TECHNOLOGY

Arising from the retirement in June, 1978, of the present head, applications are invited for the post of:-

Head of Department of Mathematics & Computer Studies

The department is responsible for the teaching of mathematics, numerical analysis, statistics and computer studies in the substantial and growing range of degree and diploma courses...

Further particulars and application form obtainable from the Principal, Dundee College of Technology, 101 Street, Dundee DD1 1HG, to whom completed application forms should be returned by December 30, 1977.

PAISLEY COLLEGE BIOLOGY DEPARTMENT

Temporary Lecturer

Applicants for this two-year appointment from 1st April, 1978, should have a pharmacology and/or physiology background and hold an appropriate honours degree...

Application forms and further details are available from the Establishment Section, Paisley College of Technology, High Street, Paisley PA1 2BE. (Tel. No. 041487 1241).

LOTHIAN REGIONAL COUNCIL

ACCOMMODATION OFFICER

Applications are invited from suitably qualified persons for the post of Accommodation Officer...

Applicants should have a degree or equivalent qualification in architecture, town planning, or a related field...

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Colleges and Institutes of Higher Education

THE NATIONAL INSTITUTE FOR HIGHER EDUCATION, LIMERICK

INDUSTRIAL RELATIONS: LECTURER

Initial responsibilities will include teaching existing courses leading to the award of honours and general degree and national diploma in Business Studies.

The person appointed will probably be a member of the IPM and should have spent a number of years in industrial relations.

Plus £100 per marriage and £70 per child allowances together with other benefits.

Application material available from the Personnel Office, The National Institute for Higher Education, Limerick, to be completed and returned by Friday, 14 January, 1978.

EALING COLLEGE OF HIGHER EDUCATION

TEMPORARY LECTURER II IN SOCIOLOGY

(3 years) To start in January, 1978, or at a date to be arranged. The appointment arises from the secondment of Dr Ian Jameson to the Schools' Council industry project for three years.

Applicants should have a good honours degree in sociology and a minimum of three years' experience in teaching sociology.

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NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

UNIFIED VOCATIONAL PREPARATION PROJECT

Research Officer

A third person is needed to join an existing team which is evaluating the Government's experimental programme of schemes of Unified Vocational Preparation.

The programme which is run jointly by the education departments and the Training Services Agency is intended to develop and test new forms of provision for young people aged 16-19 who enter jobs where they receive little or no systematic training or further education.

Applicants should have a good honours degree in sociology and a minimum of three years' experience in teaching sociology.

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Research Assistants

History of the British Coal-mining Industry

Applications are invited from holders of higher degrees or persons with equivalent experience for posts as Research Assistants to work on a comprehensive history of the British Coal-mining industry, sponsored by the National Coal Board.

The authors of the history will be Professors M. W. Flinn, R. A. Church and S. B. Saul; they will be responsible for the preparation of volumes dealing respectively with the 18th, 19th and 20th centuries. One Research Assistant will be working for each author.

Appointments will be initially for a two-year period, with the possibility of extension for a further year, tenable from January, 1978 or as soon as possible thereafter. Salary will be at an appropriate point on the Research Council Scales.

Professor Flinn's Research Assistant will be based initially in the Newcastle Area, the others at the Board's Headquarters in Central London.

Applications, with a curriculum vitae and an indication of the research period which is of greatest interest, and giving the names of two academic referees, should be sent to the

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General Vacancies

ile INNER LONDON EDUCATION AUTHORITY

Inspectors of Multi-Ethnic Education

Salary scale: £7,888.80-£8,669.80 (Inclusive of London Weighting and Phases 1 and 2 Supplements).

Required as soon as possible three inspectors to form part of a team of five. The team's remit covers the whole field of multi-ethnic education at all stages from pre-school to adult education.

The new inspectors will contribute to this work, especially in language development, including second language learning, curriculum development, school and community relations. Applicants should have substantial teaching experience and knowledge of the needs of a multi-ethnic community in any sector of the education service.

Details and application forms from the Education Officer (EO/Estab 241) Room 307, County Hall, London, S.E.1. 7PB. Please enclose a stamped addressed envelope. Forms to be returned by 19th December 1977.

CRAFTS ADVISORY COMMITTEE RESEARCH ASSISTANT

The Crafts Advisory Committee requires an educational research assistant to service its working party on the crafts in education. The working party will be considering the teaching of the crafts at secondary, tertiary and postgraduate level and the status of apprentices in independent workshops.

The research assistant will be required to collect information and statistics and to interview a wide range of individuals involved with the crafts in education. Some travelling will be involved. He/she will be expected to produce a short paper on a particular aspect of the subject for each of the working party's meetings.

The appointment is for six months, commencing in January. Applicants should be graduates with some appropriate postgraduate research experience. A fee of £1,500 will be paid, together with certain agreed expenses.

Please apply immediately with a letter setting out qualifications and experience to: The Deputy Secretary, The Crafts Advisory Committee, 12 Waterloo Place, London SW1Y 4AU.

OXFORD THE UNIVERSITY

Research Assistant

Applications are invited for the post of Research Assistant in the Department of History, University of Oxford.

The successful applicant will be expected to undertake some teaching in the proposed law field on the modular degree.

Applicants should have a good honours degree in history and a minimum of three years' experience in teaching history.

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Personal

POSTAL AGENTS

Applications are invited for the post of Postal Agent in the Department of Post Office, London.

Applicants should have a good honours degree in postal studies and a minimum of three years' experience in postal work.

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For a further selection of appointments

Please see PAGE 12